

## PERSONAL COLUMN

I once tried to end an article with the last lines of Robert Graves's "Leaving the Rest Unaided":

*So now, my solemn ones, leaving the rest  
unsaid,  
Rising in air as on a gander's wings  
At a careless comma,*

A good way to sign off. I then thought (and still do, in this last of my personal columns) but a lynx-eyed proof-reader would have none of it. Sentences do not end in commas, he thought he knew; so he corrected that carefully careless comma into an absurd full stop. Mercifully, he missed the lack of a main verb.

The demoralizing effect of that full stop reminds me of, let us call him, Bulstrode, to whom I once tried to teach English grammar. The position was this. Bulstrode was, in some respects, of above-average ability and needed several GCEs to move him through into the college course he had set his heart on. English language was one of the passes he required.

My first diagnosis of Bulstrode's handling of the English language was that it would be impossible to coax any examiner into granting him a certificate at any level. Linguistically he was unroadworthy. Close analysis of the syllabus, however, suggested that there were some clinks in its armour. There were, for example, 10 marks for the grammar questions and it seemed to me, before I had got to know Bulstrode well, that these questions were of such routine simplicity that even Bulstrode, if properly drilled, could hardly fail to get full marks.

To begin with, things went well. We acquired, in football pool terms, a few bankers such as conjunctions, Bulstrode's favourites, and the use of the possessive. Whenever there were upsets, a few "ands" and "buts", correctly identified, put new heart into Bulstrode.

Then one Friday afternoon, I over-reached myself. "Correct the following," I wrote on the board, quoting from a popular chorus: "There ain't nobody here but us chickens".

As soon as I had done this I was filled with remorse. It is by no means easy - well, you



PETER NEWSAM

## Pointed ending

**'Whenever there were upsets, a few "ands" and "buts", correctly identified, put new heart into Bulstrode'**

try it - to straighten out that sentence. Anyway, after a little pen-chewing, Bulstrode handed in his version of the corrected text: "There ain't nobody here, but us chickens", it read.

Any teacher reading this will have experienced the feeling that then came over me: the sense that the mistake indicated a degree of incomprehension so absolute that only a completely fresh start, preferably including the elimination of the pupil concerned from the face of the earth, would meet the case. On these occasions, of course, the teacher must not panic.

"Good effort, Bulstrode," I remarked when I had my breathing back under control, "but I think we should play safe with that 'us'. For one thing . . .", here I tailed off. In Bulstrode's delicate condition it would be unwise, I felt sure, to talk in terms of deciding between nominative and accusative plurals. But the possessive was one of our bankers and marks accrued to those who could handle them correctly. So I persevered: "There is no evidence before us, Bulstrode," I said slowly, "that the chickens belong to anyone in particular, so there is no need to indicate possession."

Bulstrode received this with ill grace. "All chickens must belong to someone," he asserted. So why not us? Dad and me have chickens . . . Leaving "Dad and me" for

later, I performed a rapid calculation. The odds were heavily against Bulstrode being called upon to think possessively of "us" in any examination set by sane people. So it was time to leave him alone and to return to the safe ground of conjunctions. Provided Bulstrode could lay his hands quickly on a few "ands" and "buts" he would, I believed, be back on song again.

In a minute or two, up came Bulstrode's series of sentences with the conjunctions underlined in coloured chalk à la Winston Churchill: "and", "but", and then heavily underscored, "bridge".

Bridge? In all conscience, I did not think I could let that "bridge" go. "Odd one slipped in here," I announced with false geniality. "Bridge" is not a conjunction.

Bulstrode looked dumbfounded. "Conjunction," he intoned in a fair imitation of the hammer and chisel voice in which I had addressed the class when introducing the topic some weeks earlier. "A bridge joins one bank to another," he continued angrily, "so if 'bridge' is not a conjunction, I don't know what it is."

This was just what I feared. "Absolutely right," I resumed. "Bang on, but I suggest that we are not now trying to describe what a bridge does in the real world, Bulstrode. In your sentence the word 'bridge' is the name of the thing that joins, so it there acts as a

noun. Bulstrode, it . . ."

At this point, Bulstrode stood up and we went at it, toe to toe, until we reached an exhausted compromise. I agreed to accept Bulstrode's "bridge" as a conjunction and Bulstrode promised not to tell anyone else about it. In particular he was to keep the news from the examiners.

I do not know what the Kilmarnock Inquiry would make of the methodology employed on that far-off occasion and the puns among you might be tut-tutting somewhat. But why? The examination was of great significance to Bulstrode. His future depended on it. Very little, on the other hand, seemed to depend on his conjunction spotting powers.

That is why I preferred to teach Bulstrode to obtain some marks on grammatical questions, which it was possible to do, rather than to teach him English grammar which I had a duty to conclude, was not.

Miraculously, Bulstrode just scraped through at the required grade. He was not grateful. "You muddled me," he grumbled at the leavers' party, "with that 'bridge' business."

One thing I do claim for Bulstrode. He would never have assumed, like that be-nighted proof-reader, that there should be a full stop at the end of Graves's poem. Still less a main verb in a final sentence.

### NEXT WEEK

In defence of the arts  
Dr Peter Abbs argues for a coherent aesthetic curriculum for all children

Continental contracts  
James Melke looks at teachers' rights in Europe

Herod myths  
Brian Deer reviews a new book which explodes the popular misconception

On the wild side  
Chris Baines on wildlife resources on your doorstep

### NOTICEBOARD

#### PEOPLE

Mr Peter Cates to be county education officer for Shropshire on the retirement of Mr John Boyd. He is currently assistant CEO for secondary education.

Mr Henry Ball, vice-principal of Heston College, has been appointed principal of Lawes tertiary college.

Mr Gordon Brewer, head of learning resources at Bedford College of higher education, has been appointed librarian of the Institute of Education, the University of London.

#### CONFERENCES

September 12-13  
History of science and technology in the school curriculum at Oxford University, organized by the department for external studies and the Oxford schools science and technology centre. Details from Dr Michael Shortland, Rowley House, University of Oxford, Wellington Square, Oxford OX1 2JA.

September 15  
Dealing with the health and emotional problems of the under-fives for teachers, nursery nurses and child-minders at the Thomas Coram Foundation with Dr Sue Jenkins and Dr Martin Bax. Details from Voluntary Organizations Liaison Council for Under-Fives, 40 Brunswick Square, London WGN 1JZ.

September 26  
Archaeology - more than a career in ruins organized by REBUC, the British Archaeological Trust and

the Department of Archaeology and Prehistory at Sheffield University, for fifth and sixth formers, mature students, teachers and interested members of the public. Topics include archaeology careers in museums, the laboratory, and in the field. Details from the Department of Archaeology and Prehistory, Sheffield University.

#### EVENTS

July 29-31 and August 4-7  
Children's holiday events of the Museum of Mankind, Burlington Gardens, London W1 on *Masks and Mesopotamia* (July 29-31) and *The Arab World* (August 4-7). Booking details from the British Museum education service 01-636 1555 ext 511.

September 18-20  
National Audio Visual Championship Finals at Nottingham University school of agriculture for professionals and amateurs, open to competitors and spectators. Details from Adrian Battersby, NAVC, 061-873 8245.

September 29  
British Association for Early Childhood Education lecture by Gillian Pligh on *Parents and professionals working together*. Gregory House, London WC1. Entrance by ticket only £5 (£3 members). Details from Hilary Purnhouse, Columbia Road nursery school, Columbia Road, London E2.

October 23-25  
Jazz in Education convention at Sheffield City Polytechnic as part of National Jazz Month. All aspects of

jazz in education including improvisation, instrumental workshops, new material. Contributors include Eddie Harvey, Scott Strumen, Ian Carr, Bobby Lamb, Digby Fairweather and Stan Barak, Richard Ingram, Andy Watson, Richard Michael and Peter Glennon. Performers include Guildhall Jazz Orchestra, Leeds College big band and Fanta. Fee £65 + VAT (£30 + VAT non-residential). Details from Jazz Services, 5 Dryden Street, London WC2E 9NW.

#### COURSES

August 10-21  
Oxford summer school on *Art and Architecture* at University College. Details from David Sturdy, Architect, University College, Oxford.

September 21-23  
Implementing the modular curriculum organized by North East London Polytechnic's education management service on designing, assessing, timetabling and implementing a modular curriculum in secondary schools with Peter Watkins, Peter Davies and Keith Palmer. Fee £73 for members of the Association for the Study of the Curriculum £78 non-members. Details from Carole Freeman, NELP, Lodgegate Road, Dagenham, Essex RM8 2AS. 01-590 7722 ext 2105.

September  
Portfolio preparation for entry to A-level art school courses and art-related vocational courses for students with physical disabilities and students over 21. Details from Mersey House, Paisley and Wandsworth Adult Education.

Institute, Holybourne Avenue, London SW15 or phone Margaret Kahan on 01-788 7040.

October 24  
GCSE day at the British Museum on using the classical collections for art and design, history, classical studies and archaeology GCSE. Details from the Education Department, the British Museum, London WC1B 3DG. 01-636 1555 ext 511.

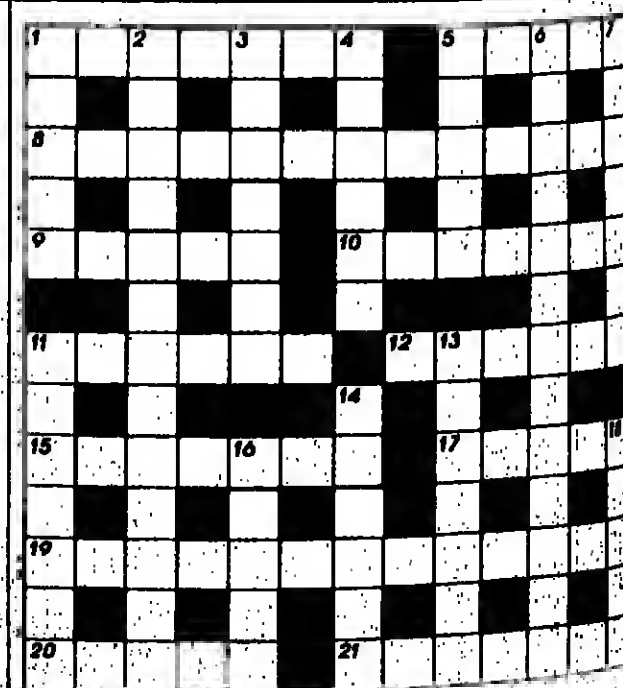
#### PUBLICATIONS

*Management in education*  
Holding the Head by Rosie Polden and Jennifer McKibben, a guide for school secretaries, is available from the Industrial Society education division, Robert Hyde House, 48 Brynston Square, London W1H 7LN.

*Children's fiction*  
The Spider's Web Guide to Children's Fiction is available from the Faculty of Education, University of Ulster, Coleraine, Northern Ireland, price £2 including postage. Spider's Web, a magazine for primary school children about books is available from the same address. Multiple copies can be supplied to schools, libraries or voluntary groups, in which case a donation towards production costs is appreciated.

*Adult learning*  
The National Institute of Adult Continuing Education has launched a new series of approaches to adult learning written for part-time tutors, volunteers, organizers and trainers. The first three concern resources for teachers of adults and modern language learning and are available from NIAOE, 198 De Montfort Street, Leicester LE1 7GE.

### No 315 CROSSWORD by Rufus



#### Across

- You have to do so
- Handy - aids to
- Flies out if bonfire are regular (5, 3, 3)
- Find answer to love's torment (5)
- Yuletide who went through hell to get his wife back (7)
- Slick around at home like a dog (6)
- Light beam (5)
- Outraged round the world, perhaps
- The jolly unit (5)
- Electrical faults racing drivers should be able to get round quickly (4, 8)

#### Down

- Highly praised some poetry (5)
- Is which incantations are recorded? (4, 3)
- Sort of sea-bird from China? (7)
- Where the player joins his crew? (6)
- When the doctor has a young dog you have to steer the mess from the floor (3, 2)
- What a hungry bird did was adaptive (6, 3, 4)

- Boards by another called (7)
- Thwarted by another breeding (6)
- Is the (6)
- Having nothing to do with the (6)
- Does another's (6)
- Mother's name as at the (6)
- Solution to puzzle (11)
- Grain (6)
- Grain (6)
- Grain (6)

# Educational Supplement

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Government accused of breach of faith

## Marking fees row 'putting GCSE at risk'

by James Melke and Sue Surkes

The Government's refusal to sanction payments to teachers for GCSE course assessments could put the exam at risk, ministers were told this week.

The non-striking Professional Association of Teachers warned that it would be taken as a "breach of faith" if the Government maintained its position.

And in a separate move the National Association of Head Teachers predicted that Government moves to revise GCSE syllabuses would lead to "bewildlement in the teaching profession".

Mr Kenneth Baker has consistently urged that teachers, having had a "substantial" pay rise, should not be expected to be paid twice for preparing pupils for exams and assessing them, as required by the new contract.

Local authorities have taken this to mean that the Government will not help pay the vastly increased fees that exam boards would have to charge schools to cover the cost of extra payments.

The Minister only accepts that extra payments should be made for external marking of final papers and the moderation of exams. This conflicts with custom and practice for the GCE and the CSE, where some modest fees have been made for assessment.

In a letter to Mr Baker the PAT says: "Teachers have been working for the whole of the academic year in the belief that they would be paid and in the knowledge that negotiations were in progress to determine the rate of payments."

The GCSE has been surrounded by controversy ever since its inception, with constant friction over syllabuses, assessment, and payment for marking.

Yet another bitter argument broke out this week following the publication of the Government's consultative document on the curriculum. It contains a proposal to revise some GCSE syllabuses to bring them into line with new attainment targets for pupils.

If the plans are implemented, the Secondary Examinations Council will be replaced by a School Examination and Assessment Council which will check whether GCSE national and subject criteria cohere with the national curriculum provisions.

"It's quite extraordinary that having just introduced GCSE in unseemly haste, relying excessively on teacher good will and commitment, that the Government now wants to revise GCSE syllabuses," Mr Arthur De Consultative paper, page 7.

Caut, senior assistant secretary at the National Association of Head Teachers, said.

Mr Henry Iven, assistant secretary (education) at the National Association of Women Teachers, stressed his support for the principle of a national curriculum but questioned the resource implications.

"The latest HM Inspectorate report on educational provision made clear that if a national curriculum were to be introduced tomorrow, only those L.C.s with a curriculum-related staffing policy - and there are about 3 in 10 - would be in a position to implement a national curriculum consisting of 10 foundation subjects."

The consultation period - comments on the proposed legislation have to be submitted by September 30 - was far too short, he added.



Ann Spencer, deputy head of Morden primary school in south-west London, with a responsive audience - before leaving for the annual conference of the Professional Association of Teachers where she took over as national chairman. Conference reports, page 5

## Primaries sacked of coal supplies

by Brian Morgan

Coal used to stoke boilers is being taken from schools in the depressed South Wales valleys.

An estimated two tons has been stolen from three primary schools in the Rhondda and Cynon valleys, areas among the hardest hit by the 1984/85 pit dispute.

The thefts of coal are among more than 100 losses on school property reported to Mid Glamorgan education committee since March. Video-recorders, televisions, and other electronic items, have been stolen and one school

even lost its refrigerator.

The county has an unemployment rate twice the national average, with some of the worst jobless blackspots in the country.

"Fifty crime seems to be higher in places of high deprivation, and the same is true of vandalism," said Mr GHF Thomas, the county's acting assistant director for education.

"Nobody seems to have the answer to school vandalism. It's a constantly escalating problem, and we feel the only way to tackle it is to involve the community. But motivation is difficult in these circumstances."

According to South Wales police, most of the thefts and acts of vandalism are carried out by children, often during holidays.

During the winter of 1984/85, at the height of the pit strike, theft of coal from slag heaps, known as coal "picking", was widespread among mining families who could not afford to buy fuel. There were also several cases involving large-scale thefts by organised gangs.

## £32,000 carrot spurned

The London borough of Bexley says it has been unable to fill the £32,000-a-year post of chief education officer because good quality candidates are being put off by soaring living costs.

The Conservative-controlled council considers the salary is too low to attract highly qualified candidates from outside the capital where living costs are much lower.

About 30 candidates applied for the post but none were suitable, according to education spokesman, Mr Malcolm Saunders. The job will now be advertised again.

He said: "The high cost of living in Bexley makes it an unattractive area to live in. Salaries are worked out nationally, so those living outside London can earn almost as much as here."

A council report shows house prices in the borough increased by up to 27 per cent last year, twice the national average. A semi-detached house now costs at least £100,000. There have been similar price increases in other parts of London, the South-East and East Angles, and there is growing concern about recruiting quality teachers and education officers.



## 1904 and all that

The first round of consultation papers was completed last week with the publication of *The National Curriculum 5-16 and Grant Maintained Schools*. Both are of great interest, the former being a good deal more substantial than the latter.

### The National Curriculum

The first thing to say about this whole exercise is that it unwinds 80 years of English (and Welsh) educational history. It's a case of "Go back to Go". At the beginning of this century the first maintained secondary schools appeared. Their curriculum was tightly prescribed by the Board of Education.

The course should provide for instruction in the English Language and Literature, at least one Language other than English, Geography, History, Mathematics, Science and Drawing, with due provision for Manual Work and Physical Exercises, and in a girls' school for Home Science. Not less than 4½ hours per week must be allotted to English, Geography and History; not less than 3½ hours to the Language where one is taken or less than 6 hours where two are taken; and not less than 7½ hours to Science and Mathematics, of which at least 3 must be for Science. (1904 Regulations)

This was how Sir Robert Morant issued his authority to the Board to ensure that the new secondary schools adopted the traditional grammar school model already exemplified by the Endowed schools. He deliberately threw away the chance to develop less narrowly intellectual, more broadly vocational secondary schools along the lines pioneered by the "higher tops", which the elementary schools had begun to sprout before the Cockerton judgment.

But almost as soon as the rigidly prescribed curriculum was in place it began to be dismantled. By the 1920s, well-understood conventions (backed up by external exams) had replaced many of the bureaucratic controls. When the secondary modern school came into existence after the Second World War, the absence of any nationally prescribed rules about the secular curriculum was made a positive virtue. The schools were intended to find their feet without a centrally controlled curriculum and without exams: in fact they found this untrammelled existence insupportable and took refuge in a plethora of external examinations. Out of this came the Certificate of Secondary Education and a quarter of a century later, the merging of GCE and CSE in the General Certificate of Secondary Education - the control mechanism which now exercises a firm grip on all the secondary schools.

The decision now once again to reinforce the examination controls by explicit curriculum rules laid down by the centre throws over a long and only very recently challenged orthodoxy. The conventions of the modern English education system have upheld the notion of each school's "independence", motivated by external examinations. If a school got its pupils through the exams, no one was going to worry about how many hours it devoted to any particular subject - that was held to be a professional matter for the teachers themselves. And the pupils' own preferences were to be seriously considered.

As for the idea of laying down not merely targets and examination syllabuses, but detailed teaching programmes - this has been regarded (till now) as a dreadful Continental aberration, the product of dictatorial centralizing. The English way was to distrust the state and suspect it of being up to no good. Power once taken by the state is only reluctantly surrendered. Better by far to diffuse power through the education system. That was the received wisdom till - till when? - till 1985?

Now, as after an instant Reformation, the old images are shattered and the National Curriculum is to be worshipped in place of local initiative and professional autonomy. It is not going to be at all easy to get used to ceding block white and vice versa, let alone developing an affection for the bureaucratic knoll.

The discussion paper is labelled "5-16", but most of it is about the last two years leading up to GCSE - an exam which (like so many of the present administration's innovations) will have to be remodelled within months of its inception.

history and/or geography, art/music/drama/design and PE, form the foundation course.

Programmes of study will have to be devised which take in the attainment targets laid down at 7, 11 and 14, and respect the different abilities and aptitudes of all the children throughout the age-range. Somehow they have to do this in a way which satisfies the bureaucratic demands of a system built on regulations, monitoring systems and complaints procedures. At the same time they must avoid ending up with an academic plan for the brightest children which is then watered down into a less and less nourishing diet for the average and below average pupils.

There is nothing specific in this detailed scheme of study about such latter-day philosopher's stones as "personal and social studies", "economic awareness" or careers education. In theory, subjects such as current affairs and health education (and sex education if the governors ordain) will be slotted in across the curriculum as "themes" in history, biology or the still statutory but ostensibly sidelined, religious education. But it is extremely odd to see careers education virtually eliminated. Information technology is another topic which is spread across a range of subjects which could make it ill-important, or easy to neglect, according to taste.

The conservative nature of the prescription of subjects which MPs will be invited to write into the Education Bill is clearly aimed at pacifying the Scrutons of this world who suffer from the delusion



that, given half a chance, the schools, led by whooping HMIs, will set off at a gallop down the Gadarene slope.

The discussion document does not anticipate the efforts of the working groups, nor yet of the task group on assessment and testing (due to report by Christmas). Details of the assessments and tests of 7, 11 and 14 have still to be worked out. Nothing diminishes the impression that they are certain to exercise a malign influence on teaching in many schools.

Once again the furniture is to be rearranged - a new title for the Secondary Examinations Council and the School Curriculum Development Committee. There are several references to the additional training required if teachers are to carry out the changes in teaching and assessment which the law will require.

If these are taken seriously they will impose heavy strains on the system on top of all the other in-service demands now struggling for recognition.

The document duly includes the Treasury-required assurance that the whole exercise can be accomplished within existing resource projections. This must be regarded as a cynical falsehood. It is extremely unlikely that qualified staff to teach the full Baker package are in the system now or can be in the near future. Think what it will mean to teach every boy and girl a foreign modern language for 10 per cent of each week for the full five years of secondary schooling. It is an insult to the intelligence of the least critical observer to suggest there are no serious resource constraints.

There is even an actual final paragraph which notes that "the task ahead will not be done, nor done well, without the initiatives, efforts and commitment of the education profession, in particular teachers in the classroom". Their role will be enhanced. Their

will be the responsibility for putting into practice an historic development . . .

Unfortunately, the whole burden of this "reform" is an expression of distrust of teachers and a belief that just about every educated person (and all parents) know what teachers should be doing better than the teachers. This development may, as the document claims, have widespread support. If so it reflects the disillusion of the public with the teachers after three years of unrest in the schools, induced by bad leadership on all sides, and most of all, on the part of successive secretaries of state.

The national curriculum and its associated testing is intended to focus public discontent on individual schools and teachers. The requirements for the publication of results are geared to this end. Many of the results can be stated in advance: there will be a league table of schools - closely related to socio-economic factors, running from the best suburbs (like Harrow) to the toughest urban areas (like Newham) - like the league table of GCE results published in recent years. The new rules will pinpoint these differences to the individual school and classes, with still no generally available and undisputed statistical method for relating inputs (the abilities and aptitudes of the children) to outputs (the test results).

### Opting Out

The paper on grant maintained schools is shorter and simpler. It adds little to what has already been said. To opt out the governors of a school must vote by a simple majority to do so, and so must the "registered parents" in a postal vote. There is no minimum laid down for the number of parents voting. Many people will feel that to reduce the risk of pressure groups getting a freak result, it would be reasonable to demand a poll of - say - at least a third of the parent body. A fifth of the parents can set in motion the voting procedure if they raise a petition, but the governors would still have to agree for any proposal to go forward.

There is no provision for schools to "opt in" if they are dissatisfied with grant maintained status, but there are reserve powers for the Secretary of State if a grant maintained school runs on the rocks. Change of status - from a comprehensive to grammar, for example - would require the same statutory procedures as apply to county or voluntary schools. Significantly, the Bill will require this or any future government to give five years' notice of intention to discontinue any school's grant.

It will be interesting to see what the churches make of paragraph 24 which promises grant maintained schools 100 per cent for capital projects. Aided schools now only get 85 per cent. Logically, it would make business sense for all aided schools now to apply for GM status. Even more logically, the Government might have scrapped the whole GM scheme and simply opened up the route to voluntary aided status.

What can be confidently predicted is that, if the churches do not queue up to get grant maintained status for their schools, they will certainly beat a path to Mr Baker's door demanding that their aided schools, too, should get 100 per cent capital grants. It is difficult to see any rational grounds for refusing them this scheme.

GM schools will have to "buy in" advisory services and in-service training from their local education authorities or from consultants of their own choosing. More jobs for teachers who take early retirement, and for universities and colleges on the make? GM schools will have to pay for these services out of their share of the authorities' central expenses which is added to their direct teaching costs to form their maintenance grants - provided, that is, they haven't spent it on something else.

The DES obviously foresees that many GM applications will be put together hastily in the face of local authority schemes for reorganization or closure. The document insists that GM applications will take precedence, so this will be yet another cause for delay and uncertainty for those authorities quibbling about how to rationalize their school systems in the irrational post-Baker world.

Mr Alcock is chairman of the programme Review Group of the Crafts Youth Training Unit at the National Agricultural Centre, Wotton.

### Second opinion

## The swinging sixties meet the YTS

The threat to withdraw social security payments to force young people to take part in the Youth Training Scheme, whether they are willing or not, could well act as a convenient smokescreen from the real issue, which is one of responsibility.

Two-year YTS, despite some bad press, is a great step forward in the education and training of our young people and, at its best, provides an apprenticeship for life based on the acquisition of both work and socially related skills.

Since the advent of the two-year scheme, funding is being left more and more to the sponsoring bodies and managing agents, which is fine for those training the naturally motivated and those who are natural achievers. There is nothing wrong with larger companies and group training agencies using this as part of their normal training for future employees.

For young people previously oriented for through Mode B provision, the vast majority of whom are low achievers, often unmotivated and socially deprived, the present financial arrangements are already becoming inadequate. Although I would be the first to accept that some Mode B schemes lacked real training and structure, the method of financing them at least allowed for a more flexible approach. This less formal attitude coupled with a tightly structured disciplined curriculum, needed by so many of this type of young person, demands a staff ratio and time commitment that few commercial providers can afford.

It is our experience that many of these young people need at least six months induction to help them understand the elementary principles of time-keeping and attendance and for them to begin to grow towards an understanding of commitment. Only at this stage are they ready to be exposed to the demands of a normal and adult working environment.

The young people who have opted out completely are those who have no understanding of these requirements or the ability to cope. We should remember that many of them are the children of adolescents who grew up in the Swinging Sixties when the permissive society preached the doctrine of self-indulgence and materialism. How can we expect their offspring to understand a society which now demands that they can no longer expect the same standard of life as a God-given right?

To compel these young people into a training programme which is neither able to afford nor to provide sufficient manpower and resources to deal with these problems is both unrealistic and unjust. Many of them have been forced by their social circumstances to live by wit and self-survival and unless their experience in YTS provides for them a greater social and skills effectiveness, backed with the discovery of adult trust, respect and self-regard, they will be driven even deeper into the alien cultures which are growing daily in many urban societies.

My sincere belief, with young people, is that YTS presents us with a golden opportunity to prepare the future generation to be more effective in work, study and in their leisure. We must not fall for those who seek to make before we start compelling young people, we have a moral responsibility to provide adequate financial support for those already under training. Even the Israelis in captivity were unable to make bricks without straw.

Mr Alcock is chairman of the programme Review Group of the Crafts Youth Training Unit at the National Agricultural Centre, Wotton.

## Paper stresses sensitivity of ethnic data DES says race monitoring must be voluntary

by Diane Spencer

The Government has taken a tentative step towards introducing a national voluntary system for collecting ethnically-based statistics on schoolchildren.

Mr Bob Dunn, the education junior minister, told the House of Commons on the last day of the Parliament session, that he was issuing a draft circular to all English and Welsh education authorities outlining plans to collect statistics which would help monitor the performance of minority children from September 1988.

Berkshire, Bradford, Cleveland and Wolverhampton have been invited to set up pilot projects to monitor the progress of black and Asian children from this September.

The circular emphasizes "the need for great sensitivity to collecting ethnically-based information which should be sought from parents".

In order to minimize the possibility of misunderstanding, the Secretary of State will expect L.E.A.s to issue guidance to all schools on what their approach should be when interviewing parents on these issues and on the questions to be asked. It will need to emphasize the voluntary nature of the response to ethnically-based questions. Parents must always have the right not to answer.

The circular is the Department's long-awaited response to the recommendation of the Limerick Rampton Report - repeated in the main Swann Report - that the DES should collect statistics on the ethnic origin of pupils, teachers and students.

In 1983 the DES set up a working group to explore how the statistics could be collected. The circular is based largely on the group's recommendations.

Rampton and Swann argued that statistics should be gathered so that

schools and local authorities could monitor achievement and provide more staff, materials and equipment where necessary.

The circular was welcomed by the Commission for Racial Equality, which has long pressed for monitoring in education and employment.

The DES claims the figures will help the Government's inner city initiatives. The minimum requirement would be for information on pupils' ethnic origin, the languages spoken at home and religious affiliation, the circular states.

Data should be collected during the interviews which schools normally hold with parents on their child's admission to primary school or on transfer between schools. Interpreters should be available, if necessary, and information should not be sought from pupils unless, in exceptional circumstances, they were needed to act as interpreters for their parents.

"Arrangements for ensuring the confidentiality of information relating to individuals must be watertight and must be seen to be so," according to the circular. Data sent by L.E.A.s to the DES will be in aggregated form only. No names and addresses or information from individual schools would be passed on to the Department.

When a full statistical profile covering all secondary schools had been built up after four years, the Department would ask for returns on pupils' destinations on leaving school and on exam results at 16 and 18.

A consultative document on collecting statistics on students in public sector further and higher education is also anticipated.

The DES has asked for responses by the end of November.



Will it hit? one of 250 graduates shows off her creation at the first exhibition for graduate designers organized by the Design Council last week. More than 2,500 visitors (20 per cent from industry and commerce) saw the exhibits during the three-day show at the Business Design Centre in Islington, north London.

A Design Council spokesman said that although the turn-out from manufacturers was relatively low "despite thousands of invitations sent out" they were pleased that "top names" were represented.

## IN BRIEF Governor cash links to end

Somerset education officers are to recommend that governors should be barred from having a financial interest in any school they help to run. This follows the findings of a confidential auditors' report, due to be considered in September, which reveals that King Alfred School, Burnham-on-Sea, overspent by £58,000 after using a fleet of coaches bought by the chairman of the governing body.

The report also says the school breached Government guidelines by failing to put repair work out to tender, overspending by more than £16,000. The authority has cleared the chairman of the school governors, Mr Derek Wootton, of any impropriety.

### Pay talks impasse

College and polytechnic lecturers' pay negotiations, which have dragged on for more than a year, have been adjourned until the autumn.

Last week's meeting of the National Joint Council produced a stalemate despite exploratory talks to break the impasse between the employers and unions, led by the 78,000-strong National Association of Teachers in Further and Higher Education.

NATFHE will be pressing ahead with its scheduled "action plan" for next term which was agreed at the last national council meeting at the beginning of July.

The plan includes selective strikes, rallies and sanctions on exams. The union is seeking the restoration of Houghton pay levels and has rejected a staggered rise averaging 9.3 per cent over a full year.

### New boss in Brent

Mr Nitto Parsbotam replaced Mr Ron Anderson as chair of the education committee in the London borough of Brent this week after Mr Anderson resigned minutes before his Labour colleagues were due to vote on his dismissal.

Mr Parsbotam, who was the vice-chair of the committee, was to replace Mr Anderson last April but was prevented by procedural technicalities.

The former chair came under fire for his handling of the McGoldrick case when the head of Sudbury Infants was accused of making a racist remark.

## Manchester puts block on recruitment

by Geraldine Hackett

Manchester City Council has put a freeze on recruitment as a first step to reducing a deficit for next year of more than £100 million.

The other three education authorities facing rate-capping, following last week's Government announcement, Liverpool, Ealing and Waltham Forest, have yet to draw up a response, but all three councils are likely to apply to the Department of Environment for a review of the ceiling on their spending.

In Liverpool, where earlier rate-capping led to serious clashes with the Government, the budget shortfall is £40 million. According to city council leader Mr Harry Trimmer, education is bound to be affected. The council is preparing information needed for an appeal.

The two London boroughs of Ealing and Waltham Forest are still at the consultation stage. Ealing faces the prospect of a £47 million deficit and Waltham Forest £29 million.

The rate-capped councils have until October to apply for reassessment but the year there is no guarantee that the Government will not insist on detailing the areas in which a council has to make savings.

In the last financial year Manchester made £170 million "creative savings". This figure is no longer open and the authority will not be able to maintain its spending at previous levels.

## Average pupil hurt most by maths staff shortage

by James Melkic

Schools faced with shortages of well-qualified maths teachers are concentrating their efforts on the most able children and low-achievers, according to research published this week.

Pupils of average ability are missing out on the attention of staff with the most expertise, says Dr Neil Straker, lecturer in education at Newcastle University.

Schools with sixth forms are likely to have more well-qualified teachers than 11-16 schools, but in such cases younger pupils are often not being taught by them.

Shortages are also preventing heads of mathematics from running their departments effectively and they are inhibiting curriculum development. Dr Straker, who made detailed studies of maths organization in six secondary schools, fears that welcome initiatives on remedying shortages of maths teachers may concentrate too much on simply filling vacancies.

There were 357 vacancies in January 1986 - while 1984 figures suggested that 28 per cent of maths teachers (then 6,000 teachers) was in work of about 6,000 qualified staff.

Schools are recruiting such teachers because of a dearth of suitable applicants, says Dr Straker, who has called for more investigation into the effect of such action.

into contact with specialists, with the risk of being taught by less enthusiastic teachers who failed to inspire or give relevance to the subject.

Dr Straker recognizes that teachers with good qualifications are not always competent practitioners and that those without such grounding can be extremely effective, but says the overall level of expertise among teachers must be improved.

Dr Straker calls for a thorough evaluation of the £1,200 bursary scheme for teacher training entrants in mathematics, physics and craft, design and technology. He says it is difficult to sift out the effects of the bursary from other factors such as the end of industrial action and the possibility of more pay.

He said: "Are such students attracted into teacher training by a one-off inducement of £1,200, and, if so, what does this say about their commitment to a teaching career? How many of these students will actually enter teaching? How many would normally have followed chemistry or biology but have instead opted for mathematics or physics?"

Mathematics teachers shortages in secondary schools: implications for mathematics departments is in the latest issue of Research Papers in Education, published by the National Institute for Research in Education, 2 Oxford Road East, Windsor, Berkshire SL4 1DF.

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PRIMARY

Do boys inhibit the performance of girls in science and technology? Many experts say they do, but new research shows otherwise. Sarah Bayliss reports

# Single-sex teaching theory turned Turtle

The widely-held belief that girls perform better in maths, science and technology if they work separately from boys has been thrown into serious question.

New research into how young children learn to operate the computer robot, Turtle, has found a "strong" and "unexpected" effect of pairing girls with boys.

The study, involving 60 seven-year-olds from Foxhays infant school in Exeter, indicates that when girls work in pairs their performance is significantly better than that of boys. But when a girl is paired with a boy her performance leaps up to an equal level.

Boys performed at the same level irrespective of whether they were partnered by a boy or a girl. Girls only did less well than boys when they partnered another girl.

And there was a lasting effect; when children worked on their own, girls who had previously worked with other girls performed significantly less well than girls who had worked with boys.

According to the research, Dr Martin Hughes, a lecturer at Exeter University's department of education, the size of the effect in his Foxhays study is "quite striking".

For example, when working individually, girls who had previously worked in all-girl pairs took nearly twice as long to complete a particular

Turtle task, used 50 more keypresses and crashed the Turtle nearly three times as often as other girls and boys.

Dr Hughes has been encouraged to pursue his initial study with a grant of £18,430 from the Nuffield Foundation, which will be used partly to employ Mrs Pamela Greenhough, a teacher at Foxhays, as a full-time research assistant. Videotapes of children working and computer disc data of their activities will be investigated to examine factors such as pupil confidence, the dominance within pairs and how they acquired successful strategies.

Dr Hughes said his initial findings were quite unexpected. "As far as we can tell, nothing similar has been reported in the literature," he said.

"The findings are also controversial, given the widespread advocacy of single-sex grouping as the means of helping to overcome the disadvantage of girls in maths, science and technology."

"The assumption has been that girls will perform best in these subjects if they are removed from the supposedly inhibiting effect of boys."

Dr Hughes pointed to the growing trend in primary and secondary schools of applying computers across the curriculum - for instance in the teaching of history. And yet there was plenty of evidence to show that girls and young women were less likely than



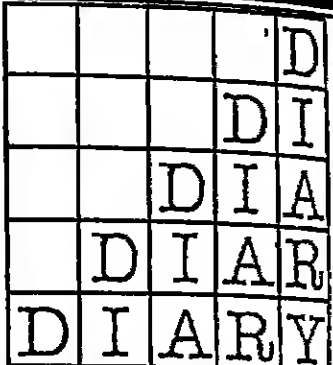
Turtle watch: studies of youngsters using computer robots suggest that girls perform better if they are paired with a boy

males to use a computer at home and at school and to take up computer studies at school and university.

"If girls are, in general, less familiar with computers than boys are, or if children strongly identify computers with boys rather than girls, then the increasing use of computers across the

school curriculum will have profound effects on the education of girls."

It was also important, said Dr Hughes, that results such as his could be found among infant children and that this proved the need for "further study in the primary age range".



## Golf links

One school with a particular interest in Nick Faldo's starting win (he also won lots of pennies) in this year's British Open golf championship was the St. Fradario Cordon Comprehensive in Walswyn Garden City, Hertfordshire, where Nick was a schoolboy.

Almost within driving range of the school is the Fairway Tavern, so-called after the golf course on which the champ used to practise his magic touch with the putter.

It's fitting that, in a sporting gesture, the hostelry, currently undergoing an expensive refit, should sell the school a large stock of pub furniture - at a knockdown £20.

Taking advantage of the offer, the school is to refurbish its sixth-form study. Sadly for the students, the deal stopped short of a dashboard and hand-pump.

All the same, I'm sure it won't be long before some way back to the study the 19th Hole.

## Lucille's brawl

Knocking school staff can be an unpleasant business, and sometimes leads to some pretty wild and outrageous accusations.

Mrs Lucille Alia, a cleaner for 11 years at the Cardinal Vaughan Memorial school in West Kensington, London, claims to have been dismissed for singing hymns as she worked. It is a good Catholic and enjoy singing. A good hymn and never looks at a school staff.

Her imaginative defence failed to impress the tribunal panel, who unanimously agreed with the head, Mr Anthony Pellegrini, that she was a poor worker who regularly knocked off early.

Mind you, Mr Pellegrini admits, her singing didn't help. "On occasion I heard her screaming from the top floor when I was on the bottom floor. All this talk about her singing softly is not on," he told me.

## Referendum

As all TES readers know by now, the Government is embarking on a wide-ranging consultative programme on all matters educational. Whether it be the curriculum, the role of L.E.A.s, the future of the L.E.A. or the management of school budgets, Mr Baker wants to hear your views.

You haven't got much time as the Minister is a man in a hurry and won't consider anything sent to him after the last week in September. But to help clarify your thoughts the junior minister, Mr Bob Dunn, has laid down the ground rules the Government will follow before making any radical changes.

He told MPs last week that he had rejected a proposal for a four-term school year "because the idea did not command universal support within the education service".

So don't waste your, or the Minister's, time making silly suggestions that you know the unions, or the L.E.A. or parents, will object to.

## Liberty capped

An occupational hazard for politicians is that their own legislation may sometimes be used against them.

One such case involves the new primary schools. One of three councils seeking to opt out of the Inner London Education Authority.

This bid for independence has clearly not impressed parents at the school, who've just voted 48-3 against the council plan. Fortunately, not the council plan. Fortunately, not the council plan. Fortunately, not the council plan.

## Acronym

Charitable control 14  
Revolutionary head 15  
Urban affairs 23  
Toy-based US curriculum 25

# Colleges urged to take tighter control on costs

The education service, shaken two years ago by Audit Commission findings of inefficiency and waste in further education, has now produced its own plan to get better value from its colleges.

It envisages a system of control over both costs and quality which goes far beyond the commission's recommendations.

The plan has been produced by a joint working party of the Department of Education and Science and the local authorities set up by the Education Secretary to the work of the commission's report.

Unlike the commission, which surveyed a range of colleges and polytechnics, it concentrates on non-advanced further education.

The working party proposes that within the next five years all colleges should:

- 1) be given responsibility, subject only to essential local authority controls, for the way they spend their budgets, and much more freedom to hire and fire staff;
- 2) be made to adopt a uniform system of unit costing set out in its report;
- 3) install computerized management information systems; and
- 4) establish targets and monitor their performance against them.

The working party agrees with the commission that considerable resources would be released by even marginal improvements in NAPE, which costs the public more than £1,000 million a year. But it takes the auditors to task for failing to understand that low costs are not the sole criterion of efficiency in education.

"We have been concerned to balance concern for cost with concern for quality, and to allow for practical realities which limit the rate at which efficiency improvements can be made."

Efficiency in NAPE should not be pursued at the expense of unacceptable reductions in educational effectiveness.

Criticizing the commission's heavy reliance on an increase in the ratio of students to staff - partly to be achieved by making lecturers spend more time teaching - as a means of achieving economies, the working party says that the commission "did not consider the implications of its recommendations for educational effectiveness".

Efficiency, says the working party, should not be considered in isolation but in conjunction with effectiveness, and it proposes a set of indicators by which colleges can measure both their efficiency and their educational output.

These are: the SSR (student-staff ratio) based on enrolled students and academic staff numbers; non-teacher cost per enrolled student; cost per student enrolled on a course; completion rates for students enrolled on a course and the cost per student completing it; proportion of students on a course who gain target qualifications; and the cost per qualified student; and rates of employment or progression to more advanced courses. All the calculations are to be based on full-time equivalents.

The working party says that it favours the development of national statistics under each of these headings, as guides for assessing performance which are interpreted in the light of local circumstances.

While the working party accepts that, for the foreseeable future, a national SSR target for NAPE is needed for expenditure planning, it sharply rejects the commission's view of the rate's long-term significance.

Unenthusiastic about the commission's call for an overall student-staff ratio of 12:1 as the eventual target, the working party says that uncertainty about the effect of changing student

numbers and other developments is too great to make this target realistic. It suggests that an average SSR of 11.4:1 could be achieved by 1991/92, but that this figure should not be regarded as immutable.

"We attach importance to expressing a national SSR target in a way that recognizes legitimate differences between the colleges and is meaningful to all colleges, whatever their present position," it says.

In any case, the report implies, the SSR is not the primary pointer to overall college efficiency that the Audit Commission thinks: its big weakness, says the working party, is that it does not reflect non-teaching costs.

The working party says it examined ways to improve efficiency in non-teaching costs "more fully" than did the commission - which focused on academic staff and the amount of time they spent teaching. It claims that its own approach, which measures the unit cost of each course, is a better measure of the resources consumed, and when linked with its indicators of educational output, a much better measure of efficiency.

Mr Howard Davies, head of the Audit Commission, has, however, welcomed the working party's findings as a follow-up of the commission's report which, he claimed had already resulted in savings of £18 million in further education. He added that the presentation, as well as the content, of the new study clearly owed a great deal to the commission's report.

But college principals say that the working party appears to have been more strongly influenced by a study currently being carried out by the Further Education Unit into measuring the effectiveness of colleges.

Managing colleges efficiently. DES and Welsh Office, HMSO, £3.95.

# New long-term forecast warns of student decline

Projections of NAPE student numbers for England to the year 2000: low and high variants

		Thousands					
		1980	1985	1990 (provisional)	1994 (trough)	2000	
Full-time and sandwich	Low	275	310	322	274	247	278
	High				282	285	316
Part-time	Low	1,049	1,216	1,259	1,284	1,276	1,356
	High				1,327	1,378	1,569
YTS (in colleges) - all modes		6	116	124	154	132	147
All enrolments	Low	1,331	1,646	1,705	1,713	1,655	1,760
	High				1,793	1,778	2,032
Full-time equivalent enrolments	Low	487	522	535	498	459	506
	High				512	489	570

The number of students enrolling for non-advanced courses in further education colleges may rise to two million by the year 2000. Meanwhile, the number - measured as full-time equivalents - will substantially drop during the 1990s.

The warning - vital to local authority planning - comes from the first attempt to produce long-term national demand projections for non-advanced further education. The forecasts have been prepared by statisticians at the Department of Education and Science with the help of local authorities and the Manpower Services Commission.

Until now, the best available figures have been the three-year projections used in the annual round of discussions between the department and the local authority associations on Government spending plans. The new long-term forecasts were prepared for the DES-local authority working party on

NAPE efficiency.

The working party has had to accept that projecting the demand for non-advanced further education as far ahead as this is fraught with uncertainty because the personal, social, and economic factors which effect it are difficult to predict even without taking into account the possible effect of such Government policy initiatives as mass training schemes. So two different versions of the figures have been prepared, a high and a low variant.

The variants give different weight to the expected increase in participation rates for full-time and sandwich students and for YTS trainees. The high figures assume, too, that part-time day release numbers will rise again after years of decline and that numbers on other part-time and evening courses will continue to grow.

The higher estimate, is that total enrolments will increase from

1,705,000 in 1986 to more than two million in 2000, but that because of changes in the pattern of attendance, the full-time equivalent numbers will fall from 535,000 to 512,000. The low variant puts the figures respectively at 1,780,000 and 459,000.

The working party says that, while local factors will be important, the main trends of the projections are likely to hold good in most parts of the country, and colleges will need to market very successfully to beat them.

"For most colleges a significant decline in the student enrolment seems unavoidable," it warns.

The DES, which thinks that enrolment is likely to turn out around midway between its two sets of figures, is to publish a booklet on the projections.

Edited by Mark Jackson

## Academics challenge curriculum proposals

A group of leading primary educationists has challenged the Secretary of State to answer a series of questions before going ahead with his proposed national curriculum.

The questions are included in a report compiled by members of the National Primary Conference following their conference in Scarborough.

The report condemns a national curriculum for the primary sector that is subject-based and is backed up by book-mark testing. Such a system would "set primary education back more than a generation".

It asks the Secretary of State to reconsider testing at 7, 11 and 14 and to pledge his support for teachers' professionalism. It also makes an urgent case for proper resourcing as recommended by the Select Committee for Education report, *Achievement in Primary Schools*.

The document was presented to Mr Bob Dunn, the education junior minister, by Professor John Tomlinson, the director of the Institute of Education at Warwick University, who is chairman of the National Primary Conference, and Mr Frank Wright, the principal of North Riding College, Scarborough.

The initiative was welcomed by Mr Dunn, who said that such a comprehensive document would "contribute greatly to the current debate". Copies have been sent to the other education ministers, members of the opposition parties, primary H.M.s, chief education officers and primary educationists.

The National Curriculum: Primary Questions. Scholastic Publications, price £2.50.

# Early testing deepens sense of failure, Americans warn

by Virginia Makins

The prospect of Britain introducing pupils to tests at the age of seven or eight was met with horror by American teachers who were visiting London this month as part of an in-service training course.

Ms Eleanor Johnson, who teaches English in New York City, complained that "test scores follow the children like an albatross" in the United States.

The course has been organized by the Polytechnic of North London and City College in New York for the past four years. About 100 American teachers come over for three weeks of visits to selected primary schools and courses in a variety of topics.

The elementary schoolteachers had been struck by the atmosphere and behaviour of children in the primary schools they saw: "Informal and relaxed, but very dedicated," said one. Several had been surprised by the independence of primary children, and

the way teachers could leave their classes unattended with no loss of control.

The comparatively small size of British primary schools contributed to their standards of behaviour and work, the Americans observed. But they also thought that the absence of testing was a significant factor.

"Some people think your children are coddled, but I say they are being made into successes. Label them as failures, as we do, and they would soon start to cause trouble," said Mr Peter Rosenbaum, an elementary teacher.

Most of the American teachers seemed convinced that if they could get rid of the highly-detailed state control of the curriculum, and in particular the state-imposed tests which are given to every child every year from the second grade (seven to eight-year-olds) onwards, standards would improve.

"We do what the state and city mandate, and in so doing gain entirely negative results," said Ms Brunilda Fernandez, an elementary school principal. "If we used all the time we take to prepare for tests to do more teaching, it would have to result in better learning."

One American did think that British teachers should be more accountable for the standards of work in primary schools. But the others were enthusiastic about the level of work they saw.

"Your kids are learning enormously, and with your topic-based approach, they seem to do volumes of work in science, social science, English and maths," said one.

They also liked the way reading was taught: "Children are so enthusiastic about it in the infant classes here. We knock that out of them," said Ms Johnson.

One thing Mr Rosenbaum, and others, thought that British teachers could learn from the United States was the value of strong unions for teachers which campaign effectively on such issues as class sizes and the dangers of a voucher system.

The American Federation of Teachers and the National Education Association used to spend their time fighting each other. Mr Rosenbaum said: "Now they both campaign on educational issues, and they win battles for themselves, for the state school system, and for the children."

The American Federation of Teachers and the National Education Association used to spend their time fighting each other. Mr Rosenbaum said: "Now they both campaign on educational issues, and they win battles for themselves, for the state school system, and for the children."

## Primary Index

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# Dons fear redundancies over tenure change

The Government decision to end the guarantee of tenure to academics will impact a fresh wave of redundancies and reduction in the universities, the Association of University Teachers has claimed.

The decision to end academic tenure, announced last week by the Government by the Education Secretary, will enable universities to make compulsory redundancies to meet financial cuts.

A consultative paper outlining the new arrangements, to be incorporated into the forthcoming Education Bill, says that universities and other institutions which award degrees will be given power to terminate employment of

for reasons of redundancy or financial exigency. It will affect only future appointments.

Mr Kenneth Baker will now consult vice-chancellors and the academic unions about the proposals. But already he has come under strong attack from the AUT, which claims the measures would undermine academic freedom and could lead to victimization or redistribution against dons who express unpopular views.

The union's general secretary, Ms Diana Warwick, said the change would threaten universities' autonomy. "The Government's proposals are indefensible."



Industrial reaction: Emma Nash, aged 17, from Highworth school for girls, Ashford, Kent, takes in a triaxial compression test in soil mechanics at the third engineering for women convention held last week at Queen Mary College, University of London. Some 150 schoolgirls took part in this one-day event to encourage the choice of engineering as a career.



## OVERSEAS



**Stifling the yuan: grants are ending because they were allegedly being used to fund "decadent lifestyles"**





## OVERSEAS

## Springing back from the year Zero

Sue Surkes on how Kampuchea is rebuilding its schools

Solinda My was only seven when the infamous Khmers Rouges leader Pol Pot seized the Kampuchean capital of Phnom Penh in 1975.

Liko other children who would otherwise have been safely ensconced in school by then, she was to live through nearly four years of terror during which millions were forced out of the cities at gunpoint to rural labour camps. Families were torn apart, and schools and universities were abolished.

Pol Pot embarked on a ruthless campaign to take the country back to the year Zero, destroy the concepts of individualism and family, and indoctrinate the population with total loyalty to The Organization.

In the process, around three million people out of a population of about eight million were either executed or left to die of starvation and disease. The educated classes were in the front line. An estimated 90 per cent of teachers lost their lives and university lecturers were exterminated. Schools were shut down virtually overnight and emptied of furniture, books and paper.

Solinda was taken away from her parents and allowed to visit them only for two or three days at a time. She was told to change her first name to Net and drop her family name and was put to work collecting ox dung from the fields.

During the first months she would burst into tears whenever she went home, recounting the way rural children mistreated her because of her middle-class, city background. But after two years' rote learning of the Pol Pot dictum, things began to change.

"Angka (The Organization) is supreme. I am the daughter of Angka. We are the purest, the first to defeat the US Imperialists," was what she was taught.

"I would say, bring me water," recalled her father, Dr My-Samedy,



Caught but not taught: teachers in refugee camps cannot capture pupils' attention

secretary-general of the Kampuchean Red Cross.

"She would answer: 'Go and get it yourself. Do not exploit others.' I would try to re-educate her, although it was difficult to talk openly in the family. And she would tell her friends that her father was not yet a revolutionary. When she reported me, I was put to hard work in the fields."

Dr My and the Kampuchean Foreign Affairs Ministry's Mr Uch Kiman recently became the first representatives of the People's Republic of Kampuchea to visit Britain. As Kampuchea is not recognized by the British Government, they came as guests of Oxfam.

Pol Pot was finally put to flight in early 1979 by the invading Vietnamese who installed the Khmer Rouge re-

negado Hong Samrin as head of a new government. Education became a top priority and an intensive programme of school building and teacher training began.

Re-education was not a major problem, Mr Uch claimed. Those who truly followed the Khmers Rouges fled with Pol Pot to the border region and later into Thailand, he said. Dr My added that his relationship with his daughter was now as good as it had been before Pol Pot came to power.

There are now state-funded primary schools in virtually every cluster of villages, secondary schools in most districts, five faculties of higher education in Phnom Penh and teacher training colleges in some regions, according to Mr Uch. Educated people are still being encouraged to come forward for

short, intensive training courses to tap up the all depleted teaching force. Substantial problems still remain. Children attend school for either a morning or afternoon shift. Pupil-teacher ratios are appalling - Mr Uch's child attends a class of 60 in Phnom Penh. And teachers often have neither the time nor energy to help individuals with their work.

But relative normality has returned and, in Mr Uch's view, little is likely to change in educational terms when the Vietnamese pull out in 1990.

Times are harder for the 250,000 people who fled from the Vietnamese and are now living as displaced persons in Thai border camps run by the factions of a self-styled coalition government in exile. (Five of the camps are run by the Khmers Rouges.)

The Khmer Women's Association runs a network of kindergartens and the United Nations Border Relief Organization (UNBRO) provides a basic primary education service, according to Dr Josephine Rogers, research officer at the Refugee Studies Programme in Oxford, who visited the camps last year.

But there are only three secondary schools, set up by Khmer people with the help of voluntary agencies. Banned by the Thai Government which does not want to see the camps becoming permanent, the schools are not supported by the UN. They are also fee-paying - and therefore affordable only by those with money.

Khmer people with an education, let alone teacher qualifications, are few and far between. Dr Reynolds found. Books and materials are short. The traditional Khmer way of teaching before Pol Pot was by rote learning. This isn't suitable for a refugee camp where children are subject to a lot of stress at home - families are poor, there are often domestic problems, and there is the threat of shelling. You have to capture their attention in a different way.

Role learning is also combined with political education, she discovered. In one maths class, she heard children reciting: "One dead Vietnamese plus one dead Vietnamese equals two dead Vietnamese."

Education in the camps only got off the ground in 1985 when the refugees moved from Kampuchea into Thailand. But current provisions are likely to intensify. Of the 250,000 displaced people, 150,000 are under 15 and 20 per cent are under five - approaching the camps' school age of seven.

A chapter about education in the camps is included in Dr Reynolds' book *Political Prisoners*, due to be published by the Refugee Studies Programme next month.

## LETTERS

## Changes to report writing really are ticking away

Sir - I read with interest the article on school reports by Rod Cross (TES, July 10). The argument is presented that report writing by teachers has generally been recognized as inadequate, but more as a bureaucratic form-filling, contained key words of wide interpretation; had the "hidden" effect of distancing the teaching profession from parents - would generally be accepted by both teachers and parents alike. The conclusion he draws, however, that it is conceivable that school reports will remain unaltered for the next 30 years, is totally unacceptable.

There has been widespread interest in the idea of developing pupil profiles and records of achievement recently. These were initially instigated through projects like the Certificate for Personal and Vocational Education and the Technical and Vocational Education Initiative, but are now being developed for

all pupils by other agencies like the South East Records of Achievement. This is one response to inadequate reporting procedures, another is the work of a more specific school-focused nature.

Many schools have moved from the single sheet report to a more comprehensive "booklet" approach where every teacher of a particular pupil contributes a page.

At Cheam High, we have recently introduced a new fourth and fifth year format. The new format is predominantly based upon subject "comment banks" aimed at comprehensively describing the pupils' skills in a positive and constructive way.

The manufacture of the reports has necessarily involved the computer, ensuring the teacher's time is focused on "reporting" and not "presenting". We are, in addition, working on a "tick box" report pro forma. It is

envisaged that this will replace the more conventional handwritten report for the first, second and third year. In it the teacher's response is prompted in a variety of areas: for instance, pupil effort, behaviour, attendance and homework. In this way it is hoped a more meaningful and comprehensive picture is communicated to parents.

The inadequacy of the traditional report, and the increased demand on schools to account more readily to parents, has prompted a tremendous amount of interest in this area. Rod Cross does nothing to undermine the professional standing of teachers by implying areas within education, like this, are not adapting and evolving.

T A BRAINE  
Head of Craft, Design and Technology  
Cheam High  
Chatsworth Road  
Cheam

not also teachers can read between the lines or interpret what the "written comments" actually mean to say?

I am suggesting to my staff that they could have the freedom to write exactly what they wished about a pupil, opening up the possibility of some very entertaining readings.

With the prospect of end of term report comments arriving on my desk in the very near future, perhaps I should give the go-ahead today? How many of my pupils really are layabouts and wasters who ought to be reprimanded? Or perhaps they are all really brilliant!

A M BROOKS  
Headteacher  
King George Comprehensive School  
Newington Avenue  
South Shields  
Tyne and Wear

STEWART DEUGAR  
Dean Farm  
Singleborough  
Milton Keynes  
Buckinghamshire

## Views from both sides of the interview table

Sir - Chris Webster's article on applications (Talkback, July 3) aired rather bravely what is a raw nerve for many teachers. It is perhaps inevitable that there is not a great deal of public feeling for you, you keep quiet; if it doesn't, whingeing about your own failure doesn't seem too appealing or useful.

I can't be the only head of department increasingly depressed at the prospect of being trapped forever by a system where, if your interests are essentially in the classroom, a buyer's market encourages heads and authorities to play safe with appointments.

A little experience of interviews from the other side of the table - both in appointing my own second in department and in a training exercise at a school where I was a governor - confirmed my prejudice that the whole process can leave both sides feeling more than a little dissatisfied. Talk to anyone involved in the personnel practice outside education and see how they react in the system carried out by the untrained on the uncomplaining and accepted as normal by most teachers.

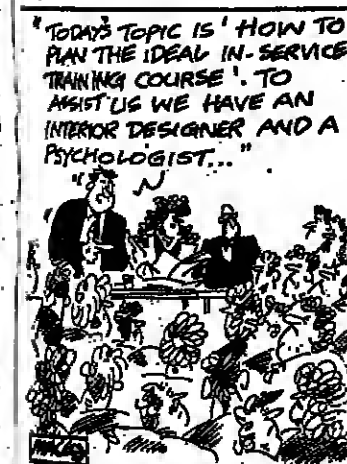
An experience in Dudley a year or two ago was, I suspect, far from

untypical. We three candidates were given very much formula treatment: chat with the head, tour of the school, totally inadequate look at the department, lunch, interviews by the panel, expenses claim forms.

What possible value could there have been in having an interviewing body running into double figures - head, two deputies, chairman of the governors, another governor, head of faculty, head of department, two other members of staff, i.e. adviser? I thought I gave a reasonable account of myself, despite the physical awkwardness of having to switch through 180° to address the various interviewers. What did the interviewers feel they had learnt about me from two questions each? Did the L.e.a. adviser ask each candidate what made them laugh? If so, why?

The whole surreal process ended with the appointment of a woman who lived on the doorstep of the school but elected to send her own children not to this outstanding comprehensive but to the grammar some distance away. I discovered this during the day's conversation. Did the interviewers?

NAME AND ADDRESS SUPPLIED



## Wiser course

Sir - Recent correspondence about syllabus training prompts me, as a consultant providing training to education, to express my opinion.

While there are many excellent teachers within education, I have every sympathy with Messrs. Caunter and Cull (TES, July 10). I am fortunate that my own offerings have been well received, but suspect this is due to a sort of mediocrity rather than to my excellence. Tutors must plan thoroughly and be organized but above all, meet the participants' needs.

Teachers dread a day of so-called participation, which consists of being sent off in large groups for long periods to talk about virtually anything. They respond better to a direct approach which has small teams working under pressure on clearly defined topics.

I dread going into some courses, then presto! large, no thought is given to room layout and I find an assortment of chairs ranged round the walls of the room. At the front is a table with three (why always three?) chairs behind it.

But course members themselves are not from blaméless. You cannot start a time because several will be up to 20 minutes late. People come and go during the day for various reasons, and a clean finish is ruled out as people are drifting away to other appointments.

To power John Caunter, I would suggest you should take more care planning courses than exercises for children. Improvements in the first should lead to excellence in the second.

MICHAEL WATLEY  
c/o West Common Gardens  
Southampton

## Mettle measure

Sir - I am told that public examinations are useful because, among other things, they indicate the candidate's ability to cope with stress. Even recent research suggests that a certain amount of stress is beneficial.

So what are we to make of the recent deaths of two very able young people who are reported to have suffered some form of examination induced stress? Apparently, one of these youngsters was about to take 13 O levels, including a re-sit to improve an existing pass grade.

Are these tragic youngsters seen to have failed some form of unofficial "stress factor" test? I do not intend to be callous, but I feel that it should be pointed out that society in general is insensitive to disregard, year after year, the effect of so much unproductive and unsupported stress which is inflicted on young people during the public examination season. This is particularly important when we bear in mind that at the ages 16 to 18 young people are likely to be most insecure and challenged.

Two issues are at stake here. First, should public examinations be used to unofficially assess an individual's ability to cope with stress? Are we morally or educationally justified in drawing conclusions about anyone, on the basis of their performance in an exercise which is meant for a different purpose?

Second, the uncontrolled number of examination entries made by a candidate in one year bears no relation to

actual need. To my knowledge, no one has satisfactorily answered the question, "Who actually asks for more than five or six GCSE or O level equivalents?"

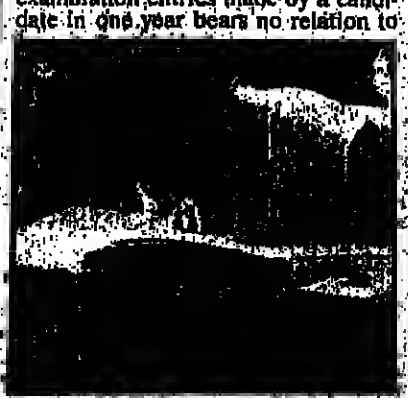
Surely, among the current upheaval in education, we should find the time to consider the educational and moral grounds for introducing a national maximum number of public examinations that any pupil should be allowed to take. Let us start the bidding at seven; that should cover all options and also allow for a couple of "fail grades" without threatening career prospects and allow students to "compete" to an "open market" environment.

One need to cope with stress is part of living in the modern world. It has been my experience that schools can play a part in the process of helping young people to cope more effectively with stress. The process requires little more than normal planning and structuring as for any formal learning experience, although it will be more effective if imagination is applied to the methodology. Once included in the curriculum, stressful situations can be dealt with as positive learning situations and the world-be sufferer be supported.

The significance of these tragic deaths should not be ignored. We have only to remember the Land's End disaster to see how the deaths of schoolchildren during school-related activities provokes both an outcry from the public and quite rightly, a review of the procedures by which teachers and others are regarded when in charge of pupils. Why then are we not seeing the same responses to these issues?

Perhaps there should be a government warning with every examination entry: "Lowering the number of examination entries can reduce the risk of serious stress."

KEN WEBSTER  
Head of Continuing Education  
Oxfordshire County Council  
The Mill Community Education and Arts Centre  
Spitchell Park  
Banbury  
Oxfordshire



Caught but not taught

## LETTERS



The untrained facing the uncomplaining

## Bad manners

Sir - A young friend has been applying to several primary schools for a teaching post. I find it deplorable that not one of the schools has acknowledged her application, even though she always enclosed a stamped addressed envelope.

It is hard enough for young people nowadays to experience being turned down for one post after the other without having to face such lack of common courtesy, leading to a sense of insecurity and to disenchantment.

Surely a brief acknowledgement could be sent to them, using their own name, perhaps stating they are to assume the post has been filled if they have not heard by a given date.

As a retired teacher, I find the insensitivity and rudeness shown to this young girl quite disgraceful.

ANNA NEWTON  
10 Horn Lane  
Linton, Cambridgeshire

## Broken promises

Sir - I should like to warn my colleagues to watch out for the doubtful wording of many recruitment advertisements. I am quite confident that they adhere to the letter of the law on advertising standards, but they do not abide by the spirit of the advertising standard in representing a true picture.

I refer, in particular, to two separate enticements offered to prospective teachers. One borough frequently offers crèche facilities which, ironically due to staffing shortages, is failing to provide. The second claims to pay special attention to in-service training, but it has recently implemented a complete ban on supporting staff who wish to follow MA courses. I urge all teachers to check carefully the reality of the inducements being offered.

SUSAN KELLY  
8 The Dell  
Great Baddow, Essex

## Marks of scorn

Sir - Your headline on Mr Baker's rejection of GCSE payments (TES July 17) so infuriated me I had to write.

Once again he displays his ignorance of the demands of teaching. Marking exam work has never been part of a teacher's duties; even the exam boards recognize that.

I was paid (not enough) for marking coursework as part of a Mode 3 CSE history syllabus. I did not mark the coursework as part of my normal work in school and would not have had the time to do so had I wished. I was also forbidden to do any marking in school by the CSE regulations.

Mr Baker's "very substantial" pay rise of 16½ per cent does not recompense me for the 21 per cent extra workload involved in the increased hours of the new imposition, let alone the additional GCSE marking load. When will Mr Baker start supporting the teachers instead of hammering them? I despair.

PHILIP LYONS  
Head of History  
Soham Village College  
Cambridgeshire

DR JOHN R CLAYDEN  
Imard  
25 Binus Lane  
Holmfirth  
Huddersfield  
West Yorkshire

AMANDA FOSS, NNEB  
36 Highview Gardens  
Uptonminster  
Essex

ordinating minister should be based in the DES. "Other departments are concerned with vital aspects of the lives of young people, but only the DES is concerned with the personal development of young people as such, and already has substantial servicing responsibilities with the youth field."

The NAYCEO is also worried that the image of the youth service is still in many people's minds a low level one of "darts and ping pong". We suggest, however, that the TES does a little more research around the country where they will discover vibrant services offering care, counselling, activities, participation, and excitement through social education, on a plane much higher than green chipboard or a broken dart board.

DERBEN FENNY  
National Association of Youth and Community Education Officers  
16 Penhurst  
Harlow  
Essex

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Dedicated professionals

## Backward step

Sir - As a parent and non-member of the teaching profession who has suffered in silence during the previous years of educational disruption, I am amazed that the position of the various teaching unions towards Mr Baker's imposition of a Government dictated contract seems to be to capitulate without a murmur.

This contract appears not only to impose a pay structure without consent, but also to dictate new hours of teaching, which would seem to be greatly to the overall detriment of many women teachers with families of their own.

It is furthermore tantamount to the Government declaring a non-professional status on teachers whom it treats less favourably in this respect than school caretakers. The wording of the contract does not, for example, appear to acknowledge that there are any women teachers and would be thrown out on sexist grounds were it ever to be submitted as an advertisement.

It would seem that teachers would be better to demand pay on an hourly basis with factory-style clocking in and out than accept the new arrangements. The idea that headteachers should soon be responsible for teacher promotion, school maintenance and a host of other non-educational duties fills me with horror. Most of this new class of headteacher manager will not have had any of the sophisticated modern management training expected in most industries, and will thus be totally unprepared for the greater role of which the Government appears to expect. The result could well be catastrophic mismanagement on an incomprehensible scale.

The answer to the obvious problems in store for the country should not be more teaching strikes. Rather the unions should contemplate asking their members to submit an undated resignation from teaching. This would become valid if the Minister refused to return normal negotiating rights.

If this were to happen teachers could then feel free to negotiate individual contracts with whomsoever they wished, whether parents associations or local authorities. In this way more sanity might come into the construction of teaching contracts. The right of schools to opt out of the local authority control would be balanced by the right of teachers to choose their employing body and contract.

Certainly, school management might be better with a financial director and a teaching director on a board of governors with real teeth, but it will definitely be worse with a tin-pot dictator appointed for life on the basis of one flimsy interview. For teachers to accept any less than this is a return to the dark ages and I for one feel that the education of my children under the new rules - which seem to be accepted by the teachers - is certainly not safe in Mrs Thatcher's hands.

DR JOHN R CLAYDEN  
Imard  
25 Binus Lane  
Holmfirth  
Huddersfield  
West Yorkshire

AMANDA FOSS, NNEB  
36 Highview Gardens  
Uptonminster  
Essex

All nursery nurses, and a growing number of teachers and others involved in the education of young children, are working to this end, and various forms of industrial action have been taken already in the Home Counties this term.

This is truly a national campaign.

AMANDA FOSS, NNEB  
36 Highview Gardens  
Uptonminster  
Essex

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## FEATURES

## Don Patter

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Even in the United States where the epidemic is more advanced, 90 per cent of cases are homosexual, almost

## Peter Inghem

carries the virus. It is not yet known if infected saliva can pass on the AIDS virus. Experts say it is "unlikely," but that does not mean it is impossible. The fear is that once social contact is named as a possible health hazard, there is danger of a backlash against homosexuals. But is that a sufficient reason for untruths or half-truths?



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Mike Baldwin? Or is it just that I am  
becoming overanxious about the word  
"Direct" and that, in practice, the  
contract will accommodate whatever  
management style is in use? If anyone  
knows will they tell me?

All this time, Esther was cultivating Chinese friends, and re-learning the language. At 16, with her father's permission, she got by his order to marry her Flying Tiger (an ex-ambassador of an Old Allied anti-Japanese squadron) at a proxy wedding at the Chinese Embassy, in the winter of 1949; the newlyweds left for China, though not for Shanghai, and Esther, as

*The fruits of experience: Esther Sninson shares the lessons of her adventurous past with pupils in a*

had two sons, whose indoctrination brought home early jinkings of the Cultural Revolution: "They were called from the nursery and calling us Brits—ists—the usual thing. We were kept before being allowed to go."

Her own view on primary education valued happiness and self-esteem above the usual skills. "You cannot teach unhappy children, those with a low opinion of themselves. I wanted them to feel 'I'm as good as anybody', just how I felt. I was always proud."

**K B Naylor**

Even in the United States where the epidemic is more advanced, 90 per cent of cases are homosexual. It is

carries the virus. It is not yet known if infected saliva can pass on the AIDS virus. Experts say it is "unlikely," but that does not mean it is impossible. The fear is that once social contact is named as a possible health hazard, there is danger of a backlash against homosexuals. But is that a sufficient reason for untruths or half-truths?

There is also the problem of how teachers should talk about Aids. The call to be "non-judgemental" is nonsense, for this call is itself a judgement. It is too easy to avoid talking morals, that be it said.

school will change, and that the school will start strutting about pointing, hither and thither like some pedagogic Mike Baldwin? Or is it just that I am becoming over-anxious about the word "Direct" and that, in practice, the contract will accommodate whatever management-style is in use? If anyone knows will they tell me?

All his time, Esther was cultivating her English language skills, and relearning the language on her father's permission - If not by flying Tiger (an old Allied anti-Japanese society wedding at the Chinese Embassy in 1949), the newlyweds left their home in Shanghai and traveled to Hong Kong.

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Her, now known as "Jo Ying,

an increasingly structured British curriculum, his own view on primary education was business and self-esteem above the rest. "You cannot teach unhappy children with a low opinion of themselves. I wanted to feel 'I'm as good as anybody', just as I was always proud."

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# Speaking out

Articulacy is killing the art of conversation, Pat D'Arcy warns

Most teachers I know have welcomed the recognition on the part of the GCSE panels that speaking is an important mode of communication. For years the functions of talk have been totally overshadowed by the status of writing. Whatever teachers may have thought, pupils have until now regarded writing as "work" and talking as "a good skive" - a way of delaying that "now write about it" moment when real thinking is supposed to start.

Consequently, those of us who regard talk as a primary mode of learning welcomed its inclusion in the new syllabuses as a compulsory component of GCSE English. Talk after all is often more accessible to most pupils as a means of exploring and expressing what they think and feel. Recognition by the boards, so we thought, would help the value of talk to be acknowledged more widely. However, now that teaching for GCSE is under way, I am becoming acutely conscious that putting "oracy" in the foreground in this way is beginning to sound not so much a clarion call as a death knell for talk as a learning process. In fact I am beginning to fear that we may soon bitterly regret the day that spoken language came to the attention of the examining boards.

The major problem of course is the strait-jacket of assessment. Teachers are forced to ask: "What am I assessing when I listen to pupils taking part in a small group discussion? The ability to listen to each other and to pick up on other contributions? To be explicit in a precise and summative way? To tolerate confusion and uncertainty? To reach conclusions - or an ability to raise fresh questions?"

Is it what pupils say or how they express themselves? Are we looking for competency in standard spoken English or colloquial fluency? Complete sentences or unfinished utterances?

The issue of medium or message (which takes priority?) is crucial for both talking and writing. We are only just beginning to reverse the "medium first, message second" emphasis that has bedevilled the assessment of writing for years. At last, the recognition that rough drafts can helpfully reflect the gradual shaping of meaning is receiving "official" acknowledgement on the part



of the boards. Written work which reveals the thought processes through which the writer has moved can now be submitted along with the final product.

It would be ironic, therefore, if the assessment of oral and opportunities for talk in the classroom were to fall into those old "medium first" patterns. Take checklists for instance; checklists can take into account the number of contributions a speaker makes, whether he or she speaks in complete sentences, can give instructions and ask questions. But no checklist can predict how meaning will develop, especially if a small group is working collaboratively - how far are we going to allow the items which are easy to check to influence what we evaluate and thereby give value to?

Or take that invaluable feature of talk, the fact that meaning is constructed jointly between those taking part in a discussion. How can each person's contribution be individually assessed? It is easier to give credit than to give marks to the quiet member of the group who makes only occasional pertinent contributions. Conversely, to what extent should we mark down the dominant talker, intention on pursuing his own line of argument, who undoubtedly exposes his thoughts more fully for our mark scheme than more reticent "listeners"? Should he be penalised or rewarded for his verbosity? After all, politicians of all parties rely heavily for their success upon such determined single-mindedness and articulacy.

Surely what our pupils say has to be at least as important as how they say it - just as what they write, the meaning behind the words on the page, has to be at least as important as the surface features. If we (and the boards) accept the necessity for such a balance, we need also to remind ourselves that most of the time our 14 to 16-year-olds are learners. They are not professional speakers or writers and should not be judged as if they were. Frequently the use they make of either talk or writing needs to be tentative and exploratory as they try to make sense of new information, advance an opinion for the first time or puzzle over a problem.

I have heard the argument that "process talk" should receive prominence in GCSE English not because it was more important than "product talk" but because it was more assessable. But of course the demand for products actually squeezes out the talking/writing process that would enable better products to be formed. And reflective talk or writing which is not moving towards a finished product is disregarded in spite of the fact that each of these activities provides an invaluable mode of learning.

It has also been suggested that before pupils embarked on any discussion, they should be handed slips of paper to fill in so they could check off the activities that the assessor would be looking for while they performed. I have no objection to such a heightening of pupils' awareness of the factors involved in discussion but

again, the focus tends to be on the "how" rather than the "what". And if pupils talkers are asked to monitor their performance "in action", they will be forced into the same impossible situation that we have confronted pupil writers with - making them become editors, critics and evaluators of their exploratory thoughts and feelings, deflecting their attention from the meaning.

Whether in talking or writing, if the exploration of new ideas is the goal, then the stage of formulation that need to occur if the goal is to be reached must be clearly defined so that they can be taken into account, with the different demands that are likely to be made on either talk or writing at each stage. No one can simultaneously do it or analyse their initial chivings round or way into a new text or a fresh topic. At this stage, talkers and writers need to feel free to lose entirely on meaning rather than form. Looking back, revising and reflecting should take place at a later stage.

I hope that we can learn from our growing experience of how NOT to assess writing (see off, grade, next piece) how NOT to assess talk. We are in danger of falling into the trap of following that outdated model by assessing not discussion only, not allowing for a second (let alone a third) "draft" of the meanings which began to emerge first time round.

Pat D'Arcy is the English adviser for Wiltshire.

# Breaking cover

by Pat Lacy

It was while reading through the contract that I was enlightened; we have been working on a false promise regarding cover. We have until now always considered ourselves at worst skivvies or childminders and at best martyrs to our pupils.

Take me now. Here I am, a non-scientist, in the biology laboratory, amid herbivores and carnivores listed in exercise books by a third-year class. I cannot recall when I last used these categories, if ever. It matters little; the pupils know what they are doing, thumbing through wildlife magazines and taking no notice of alarmingly large locusts leaping about in the glass case nearby.

I am used to covering classes whose work I know little or nothing about. I have even been known to stand on the touch-line of football and hockey pitches, not bad for one who does not know outside from silly mid-on.

It is all too easy, though, to be caught out by the surprise element which develops from being away from the familiar. My own tactics when such problems arise are as follows:

1 The easy solution (delegation)  
Example: With dett strokes of the *Wyleford* Marker, the maths teacher from next-door explains a new topic. I am impressed. All the pupils appear to understand and settle down to work. I glance at their books and with relief notice there

are 50 questions relating to the topic. Maybe I can get some marking done after all.

Hardly am I seated then a wall goes up from one table: "We can't do number six." "Neither can we," chorus other groups.

I stand up to prove I am in full control of the situation, but taking a pupil's book see with panic that after question five complications set in. "Has anyone got beyond question six?" I ask brightly.

A direct descendant of Euclid claims to be on number 29. His explanation of question six satisfies the others. All is well until question 11. And so on.

2 The alternative (delegation)  
Example: "We've done this before". The fourth-year girls, missing their third trampolining class in a fortnight, push the worksheets back at me.

Having shepherded this restless flock from the sports hall, coaxed the leaders into an empty mobile classroom so that the rest would follow, and swung the door shut to pen them in, I read a jolly. "Then you'll know how to do it!" for fear of a mass break-out.

I hand them instead a giant crossword with sports quiz clues. They accept it with resignation. Within a minute they decide they cannot do it. Neither can I, except for 33 across: Who won the Wimbledon men's singles tennis championship title in 1986? They knew that one too obscure. Ah well, only another half-hour to go. Meanwhile, let's try a discussion.

3 The compromise (delegation)  
Example: "We've finished the story". The RE class has been writing furiously for the first 10 minutes. "Illustrate it!" I suggest carelessly, intent on my own work. One child on page 10 has written:

Almost immediately I am mobbed by pupils demanding help in drawing a ram caught up in a thicket. In the end, we decide on a lot of bush with two horns sticking out, the ram being on the other side. After all, it was not obvious to Abraham either, was it?

With each cover class I take, the sense of my own ignorance or incompetence is reinforced. It is both humbling and informative to observe pupils at work in a different context. And that is where the contract comes in.

I was puzzled (I choose a printable epithet with care) to read that we are still expected to cover the



first three days of a colleague's absence through illness before bringing in supply staff. After everything that has been said on the subject I could not make sense of it. Then light dawned with a blinding flash of realization.

Covering other teachers' classes is not for the pupils' benefit, but for ours. We, the teachers, become the learners by seeing what goes on in

other departments, by having a better understanding of a pupil's school experience and, not least, by broadening our own knowledge to encompass a variety of subjects.

Is this a subtle form of in-service training which hitherto has gone unrecognized? Will there be a qualification to be gained after a certain number of cover periods? We could end up with letters after our names for being, say, a Master of Universal Genius.

My thoughts are interrupted. The laboratory assistant comes in with handfuls of grass and crossing to the locusts plunges her arm deep into their case, much to the consternation of the watching pupils. There is a moment of suspense; then she withdraws her arm unscathed. With relief for most and disappointment for some, "locust" goes down under "herbivores".

As I was saying, we cannot reject such an opportunity for learning. How do we react to pupils who do not want to learn? No, we must once again set an example, showing eagerness to learn. To do cover so that our minds are as broad as our backs but not as thick as our skulls. Cover is a privilege, not a chore. Let us go "over" more into the breach; dear friends, heads held high, as "all experience is an arch" and "never in the field of human conflict".

Oh, horrors. A boy at the front has his hand up to ask some scientific question.

"Was the Dodo a bird?" I am very confident about my knowledge of the Dodo, and the lad beams at me. He probably thinks I remember it.

Pat Lacy is vice-principal of The Newnham Community College, Cambridgeshire.



# Class of '87

Robert Jeffcoate's pupils have little to show after eleven years of compulsory schooling

"Still", he added to allay my fears, "I doubt whether you'll see more than half of them in any one lesson".

This turned out to be an accurate prediction. There were 24 names on the class register; only very rarely did I have a group of more than 12 to teach. Of these, eight could be called regular attenders who never or hardly ever missed a lesson; six were more often present than absent; and five attended occasionally (one girl limited her appearances to Tuesdays) or alternated weeks of attendance with weeks of absence. Four members of the class I never met and one boy was expelled for persistently disruptive behaviour.

The behaviour of the class as a whole was, given their reputation, surprisingly good. I have certainly taught far worse-behaved classes over the past 25 years. None of the group displayed any hostility towards me and such disciplinary difficulties as there were arose, as with other classes in the school, from my trying to make them work. Most of them preferred to be left alone to do as they wished - playing cards, chatting, doodling on the desk, gazing out of the window.

Simon liked to sit in the stockroom listening to his personal stereo and drinking coffee. He was one of several members of the group over whom I had very little influence.

Tom was another. He was fat and belligerent and verbally aggressive. A natural bully, early on in the term, he was much taken with the phrase "soft as excrement" (he was the only one in the class who knew the meaning of the word) in a poem by R.S. Thomas which we read. Weeks later he was still shouting it out at unforeseen moments.

In one lesson, the class and I sat mesmerised as he ostentatiously stripped to his underpants to prove that he had not concealed about his person another boy's Swiss army knife which had mysteriously disappeared. Later, at his equally mysterious reappearance, he confessed it had been lodged inside his underpants.

Even more awkward was Donna. She suffered from an unfortunate shape, a loud mouth and an abrasive personality. She was prone to precipitate exits from the classroom. Eventually, she revealed that these were prompted by craving for food and I was one of the teachers soft enough not to stand in her way. Once she opened a whole container of instant powder over her head for Jane (a pathetic immature child whom I feared for the big bad world) so that she resembled the Marley's ghost.

The only truly serious incident occurred in the penultimate week of term. A petty squabble between two boys suddenly erupted into a violent

Western-style brawl which sent tables and chairs flying. In struggling to separate them, I got on the receiving end of a right hook which drove my glasses into the bridge of my nose causing a slight cut. I was more shocked than hurt, never having been struck in my adult life, not even accidentally. The rest of the class immediately rallied round, none more so than Donna who bawled the two culprits severely, before they were hauled off to account for their conduct to the powers that be, and fussed about making me a cup of tea.

This was, incidentally, one of three physical assaults on members of staff that term, the other two being intentional. Verbal assaults, and insults, were more numerous. In the same week that I got punched, a young female member of staff had a note stuck on back by a boy saying "Follow me for a f\*\*\*". Mind you, verbal abuse was not wholly one-way. One member of staff was reprimanded by the head for calling a boy a "f\*\*\*ing twat", while another was alleged to have called a girl a "f\*\*\*ing tart". Such occurrences would have been inconceivable in the days of my fourth-year leavers of 1966.

Because of the majority of the class's fitful pattern of attendance, the teacher I replaced suggested I forget any idea of a coherent programme of work for the term and concentrate instead on devising lively self-contained lessons. This was a tall order - 52 brilliant individual lessons, by my calculation, for a class who had very probably already been exposed to most of the staple brilliant lessons, very possibly more than once, in the English teacher's repertoire.

I started off with discussions, in a circle or round a table like an academic seminar, on whatever the class wanted to talk about - Aids, unemployment, child abuse, anything. These were dismissed by the conscientious minority as not proper work since they did not involve reading or writing. They were not much good at discussions either - inconsequential, dominated by the vociferous and peppered with "personal insults" - though no worse than the average academic seminar; and they achieved the desired effect of creating some kind of working relationship between the class and me.

Thereafter, I ran through my repertoire of not-so-brilliant English lessons, everything from obvious and mundane exercises to check they could fill in forms and write letters of application for jobs (not that there were too many jobs for 16-year-olds to apply for in the vicinity) to my own versions of tales from Shakespeare. The latter were surprisingly popular. The class loved a good story and the fact that it was by Shakespeare seemed to add a certain cachet. The naïveté and

spontaneity of their enthusiasm put me much in mind of African pupils I taught 20 years ago. Interestingly, both groups - white Lancastrians and black Asian East Africans - were unanimous that *Macbeth* was the laird's best.

When it came to reading and writing, the class's performance was, like their behaviour, nowhere near so dreadful as I had been led to believe, though it was certainly bad enough. My criteria for assessing a school-leaver's reading ability have always been that he or she should be able to read and understand an item on a matter of general interest in a quality newspaper and a short story by a reputable modern author. I stress "reputable" because so much of the fiction teenagers are given to read in school these days is unmitigated drivel - part of a general and pusillanimous flight from anything that could seriously be called "literature". I chose *I Spy* and *Case for the Defence* by Graham Greene and, for the newspaper item, an article on unemployment in Birkenhead from the *Sunday Telegraph*. Half of those who attended (that is, excluding the four I never met, the boy who was expelled and Jill who only came on Tuesdays - and declined to do any reading or writing) made a fair fist of coping with all three; the other half could not. I am afraid to say, be regarded as functionally illiterate for the demands of adult life in the 1980s.

The general level of written work was somewhat worse. It is well represented by the following letter of apology which Dean, whose right hook it was that injured my nose, was obliged to write to the headteacher as part of the punishment for his misdeemeanour:

Dear Mr Jeffcoate  
I would like to apologise about what happened with John and I and I am very sorry for what I did to your nose and I will never do what I done again I hope that you will accept my apology and I hope that John has apologised as well thank you  
Dean

As serious as such mechanical weaknesses in spelling, punctuation and sentence construction, which affected all the pupils' work to a greater or lesser degree, was their inability or reluctance (it was hard to say which it was) to write anything longer than a single paragraph. The exception to this was Ronnie who wanted to be a journalist and wrote interminable variations on the same gory horror story.

The combination of weaknesses inevitably meant poor results in the CSE examination. This involved compiling a folder of different types of written work and submitting to two oral assessments - a reading a prepared passage aloud and giving a talk on a subject of the pupil's own choice. Only the regular attenders were entered. Of the eight, four were unclassified (that is, failed outright), three were awarded a Grade 5 (the bottom pass) and one a Grade 4, neither of which is by common agreement worth having. This meant that none of my class of 16-year-olds left school with a certificate of proficiency in English that was going to impress the outside world. Yet, all the ones I met were reasonably articulate and half of them could fairly be described as functionally illiterate. It also meant that I had nothing to show for my own labours, for my 52 not-so-brilliant lessons. We all left empty-handed.



# Review

The New Heroin Users. By Geoffrey Pearson  
Blackwell £17.50. 0 631 15396 9. £6.95. 15621 6.

Whatever happened to the heroin crisis? Has the media run out of fresh angles on addiction, leaving us all bored with the subject and leading us on to Aids and child abuse as new topics for moral concern? Or did all those Government television commercials warning us that the drug "screws you up" have the intended effect and persuade the country's youth to "just say No", as another common message advised?

For sure, journalists are fed up with the subject. After the panic got underway back in 1984 we had long spells when any reporter who had nothing to write about would knock out a story on heroin. First it was how all the nation's teenagers were "chasing the dragon". Then young mothers were giving birth to addicted babies. And eventually the "junkie grannies" were discovered, squandering their pensions to finance their habit.

All this has been replaced by other fixations, but it certainly isn't because the Government's "public information" commercials caused heroin to go away. Considerable recent evidence suggests that the advertising had no beneficial effects at all and may indeed have made things worse by stimulating curiosity and adding to the drug's "glamour". They did give us the impression that something was being done, but they don't appear to have persuaded the kids.

The alarm over heroin may have done a lot for the careers of journalists and politicians, anxious to appear "socially concerned", but what diminished their contribution was that many of the assumptions from which they started were often little short of fantasies. Heroin use has never been as widespread as they claimed, is not nearly as addictive as nicotine and, in the opinion of some experienced doctors, can actually make you look younger.

Had we grasped these things, rather than some of the more wilful deceptions that are peddled around, we might have been some way down the road to understanding why heroin is a problem and how we might deal with it. Drug users and their friends know when they are being lied to and can easily compare their own experiences with what they see on television and are told by their parents.

Geoffrey Pearson, professor of social work at Middlesex Polytechnic, is one of several recent investigators who have gone back to the most appropriate starting point and examined the genuine experiences of real people caught up with heroin. His book, *The New Heroin Users*, is a welcome effort, if a little late to have much impact on those opinion-formers who should have absorbed such material two or three years ago. Pearson's method is essentially an extended version of what market researchers call the "qualitative survey", where, instead of counting numbers, you get individuals and groups to discuss an issue. He has travelled widely, collecting a series of long anecdotal histories which



## Terribly alive

Brian Deer on a new study which explodes the popular misconceptions about heroin

when broken up and constructed into themes, have produced some reasonable generalisations upon which he comments.

In the face of this approach, the myths start tumbling. Yes indeed, heroin affects all social classes, but it does not fix in Oxford colleges and Boy George was a junkie. But there is nothing new in this. What is different, and what justifies a belief that Britain does have a heroin crisis, is that the new users are heavily concentrated in those areas already blighted by unemployment, poor housing and poverty. Likewise, there are "evil pushers" who deliberately draw young people into addiction for the sake of a profit. But anyone who has mixed widely with heroin users, as Pearson clearly has, knows that drug dealings become inseparably woven together with friendship patterns and that much of the difficulty of giving up

drugs is that it means giving up the friends who use them.

For some people, heroin is quickly addictive. But not in the way that cigarettes are. I have many friends who have tried heroin and didn't like it much. Others use it about twice a year, with not the slightest difficulty. Users are all different and addiction usually creeps up after a period of problem-free use — first as a social habit, then as psychological dependence and finally as a physical addiction.

For those who have masterminded Britain's reaction to the heroin crisis, these are dangerous ideas. The connection between poverty and other social problems, such as drug addiction and ill health, is strongly disputed in some quarters. The official line declares that heroin use is a crime

and therefore those who indulge are criminals who should be punished, rather than victims who ought to be helped. Take heroin once, we are told, and you're on the slippery slope to sickness or death.

"Dramatic pronouncements about death seem hardly relevant to what the experience of the new heroin users most typically amounts to," Pearson writes. "Rather, it is an experience of being terribly alive, caught up in a drab and stressful treadmill, waking up each day to the gnawing preoccupation with where the next 25 'bag' of heroin will come from."

If more people get to understand what life on heroin is like, Pearson will have done us all a favour. But it's a pity that his interviews are confined to the pages of a book, rather than to the mass audience of television. Not only because more people would quickly benefit, but because there are inherent difficulties in using question-and-answer techniques in printed interviews.

Take this account of a discussion on how a parent can spot a drug problem with a mother and her daughter in Yorkshire:

Cheryl: "We used to be reet obvious. Like I'd get up in a morning turkying and I'd be reet quiet wouldn't I? Reet bad tempered like..."

Mother: "And if I said owt, she'd scream and shout." Cheryl: "I'd go out... then come running in, like, skipping and this (gestures)... and she'd know. She'd say, 'That's a lot happier this morning'."

Interesting though these words are, when I read them I want to see and hear Cheryl and her mother, look around their house and the neighbourhood where they live. It's not Pearson's fault, of course, that he lacks the resources of a television producer, but he only rescues the important things he has to say in the book through his own commentary which introduces the witness, unheard talking heads.

Pearson has learnt a few lessons from other media, however, and dramatically reminds us that there are some working-class neighbourhoods where, unaffected by government information campaigns, the heroin crisis "is so bad that the headline writers of Fleet Street simply would not leave the literary constraint to say it is bad it is". I think he underestimates some journalists' ability. A couple of years back I did the good fortune to work my way around the class Liverpool council estate as a BBC correspondent who subsequently reported that half the teenagers on Merseyside were taking heroin. It was a ridiculous invention, but was so potent a story that it became very widely believed.

For his investigations, Pearson has not sought out unprovable statistics about the horror of heroin and he doubts whether that is what is needed most. "It is better approached as something which seeps into people's lives, friendship and families," he believes. "And rather than talking over the heads of the people who this problem affects, as we often do in policy debates, it seems better to allow the new heroin users to speak for themselves."

Gender Under Scrutiny: New Inquiries in Education. Edited by Gaby Welner and Madeleine Arnot.  
Hatchinson in association with The Open University £8.95. 0 09 172871 1

Not least among the achievements of the post-Sixties Women's Movement was the replacement of sex with gender as a term of real analytical utility. Forms of behaviour typical of men and women in Western society, observed the feminists, were not so much the consequences of innate (ie biological) differences as the cultural meanings that accrued to these. Boys were taught how to become men; conversely, girls learned conduct thought fit for their sex.

This division into "expressive" (female) and "instrumental" (male) roles had long been a cornerstone of the structural-functionalist school of sociology, a highly conservative branch of the discipline that had dominated American and British sociology up to the mid-Sixties. Indeed, the note of tacit approval given to this arrangement in the writings of Talcott Parsons, the pre-eminent functionalist of the post-war years, is unmistakable. To Parsons, the obvious efficiency of this compact seemed all the proof that was needed of its

universal desirability.

If structural-functionalism is — at least in this country — well interred with Parsons' bones, it is due in no small part to those critics (mostly women) who pointed to the manifold handicaps suffered by females as a result of their enforced confinement to the "expressive" sphere. It mattered little that most women were themselves oblivious of their relative disadvantage; this lack of awareness was the product of a semi-automatic compliance with customary gender expectations that had been secured through the workings of social institutions — the law, media, family, education system, for example — that existed to maintain the overall supremacy of the male.

This, and other, theories of gender difference are examined in an absorbing first of five sections in *Gender Under Scrutiny*, a selection of readings that focuses on the relationship between schooling and the formation of gender identity. The remaining four sections — exploration of the past through autobiography and life history; analysis of the implicit messages contained in texts; the observation of gender dynamics in schools; and research into teachers' expectations — all contain much that is worthwhile.

Of particular interest, however, are those chapters that deal with what

Olivia Foster-Carter calls the "triple oppression" of racial, gender and class biases, the racial element of which was nurtured in children's stories of the colonial era. This was a literature that portrayed blacks as touchingly loyal simpletons at best, at worst marauding savages. If, as Foster-Carter shows, the language of colonialism has been toned down, sentiments characteristic of the age yet find a muted echo in many of today's stories.

This "colonialist" diet on which our peers were being fed "accounts in part, according to Bryan, Dazie and Scafe, for the wretched time they and other children of Afro-Caribbean descent were given at school by pupils and teachers alike. "There was a time," recalls one, "when this teacher pulled me up in front of the class and said I was dirty and that she was going to make sure that my neck was cleaned — and she proceeded to do it, with Vim. My father is usually a quiet man, but he went up there with a mace."

Hardly surprising, given the insult, a bazooka might have been more in order. Yet this seems not to have been an isolated incident. Cecile Wright, for example, tells of one teacher protesting that his remark to a black student to "go back to the chocolate factory, and be remade" was "only said in good fun, nothing malicious" — a semi-

apology made only after the teacher had been threatened with the Commission for Racial Equality.

If these and similar comments are at all typical of the everyday experiences of blacks in the education system, their disenchantment with schooling is little to be wondered at. But this is surely not the whole story. There is plenty of evidence (especially from the 1985 Swann Committee, barely mentioned in this volume) to show that children of Asian descent — a section of the population notoriously the victims of vicious racist attacks — tend easily to outstrip their Afro-Caribbean peers in terms of examination success. Why this should be so cannot simply be attributed to pupil-teacher hostility, and it is disappointing not to find any further attempts at explanation in this volume.

In a book that is, overall, more concerned with gender than racial differences, to focus critical attention on the one might seem to imply a certain dismissiveness towards the other. This is not so. Without wishing to belittle the importance of the relationship between gender and education, the racial issue — with gender held constant, so to speak — merits more urgent notice.

For all that, the gender aide of the issue is covered well, not least in a

quite touching item by Trenchard and Warren on the problems gay pupils face at school. The sheer misery caused by others' libes (including some plainly foolish teachers: "The Head of Sixth Form, who warned that I might get expelled, enquired if I had been dropped on my head as a baby." Male, 18) makes for some depressing reading. By the side of these sad accounts, the chapters that concentrate on the teachers' attitudes towards boys and girls seem almost trivial.

Still, the sooner these attitudes change, the better. Not that the task will be easy. The book's final section acknowledges this, but ends nevertheless on a note of guarded optimism — one, if anything, that seems peculiarly at odds with the rest of a book that stresses the very fixedness of sexism in our schools. The nubnub, and regrettable conclusion to be drawn from these earlier sections is that, by and large, schools simply reflect — often in the most brutal ways — existing social prejudices. This said, the seeming permanence of these problems should not be used as an excuse for failing to search for ways of minimizing their effects. In this sense, *Gender Under Scrutiny* makes a useful contribution to an important debate.

Laurence Alster

## Conflicting aims

Living with the Sphinx: Papers from the Women's Therapy Centre. Edited by Sheila Ernst and Marie Maguire.  
The Women's Press £5.95. 0 7043 4023 9

Sexuality: A Reader. Edited by Feminist Review.  
Virago £6.95. 0 86068 802 X.

Both these books demonstrate, I hope unintentionally, the distance between brain and hand. Each bubbles with ideas; to read them should be a challenging, provoking experience. It is certainly the latter, but for all the wrong reasons. As I burrowed through them — feeling, I suspect, much like a termite faced with an unusually stubborn block of wood — I was continuously irritated by a tendency on the part of most of the writers to serve up the fruits of their thought processes in the most impenetrable form.

There are shining exceptions. *Sexuality*, a collection of essays from the journal *Feminist Review*, starts well with a typically forthright and witty article on sexual politics by Beatrice Campbell. *Living with the Sphinx* contains a succinct summary of the aims and practice of feminist psychotherapy by the founders of the Women's Therapy Centre, Sue Orbach and Louise Eichenbaum — both authors have written extensively on

related issues in the past, together and separately, and it shows.

But the central problem with both books is that they lack a sense of connection with an audience. In the case of *Living with the Sphinx*, the project gives the impression of being bedevilled by conflicting aims right from the start. The book consists of papers written by past and present members of the pioneering Women's Therapy Centre to Menor Gardens, North London. According to the back cover and accompanying publicity material, it addresses issues such as women's fear of envy, and the difficulty of emerging from the mother-daughter relationship. The text is to suggest that the book might be useful for women who want to explore these questions for the first time — women who are thinking of undergoing a course of feminist psychotherapy, in fact.

A few pages into the deadly dull introduction, however, novice readers might be surprised to discover that there is no agreement among the contributors as to what constitutes feminist psychotherapy. Even more confusingly, the author of one chapter "actively dissociates herself... from any notions of feminist therapy".

Where does this leave the reader who, looking for a tool with which to

bring about change in her own life, has picked up this book in the hope of gaining an insight into the nature of feminist therapy? I am not arguing, of course, that there is no place for a debate on its aims, practice and drawbacks; I am simply sad that this book, while looking like a guide to the novice reader, bears all the hallmarks of an internal and continuing discussion among workers at the centre; hence the densest of its vocabulary, and the level of knowledge assumed on the part of the reader. What I can't understand is why none of the people concerned in the project spotted the fact that they were trying to reconcile aims — an exposition of the issues raised in feminist therapy, and a theoretical debate among practitioners — which are essentially incompatible in one book.

The contributors to *Sexuality*, on the other hand, are for the most part heading in the same direction. Unfortunately, an awareness of this commonality seems to have freed them from any sense of a need to write in a manner which is at once intellectually rigorous and accessible. That is a pity; the nature of female desire, the meaning of the Yorkshire Ripper case, and possible responses to pornography are all vital subjects for feminist analysis.

Joan Smith

## Out of their minds

The Female Malady. By Elaine Showalter.  
Virago £5.95. 0 86068 809 0

In the late 18th century, wrote Michel Foucault in *Histoire de la Folie*, doctors thought that the bloodings and purges did not cure mania; rather, cutters, superficial abscesses and inoculations of scabies would. In her book Elaine Showalter describes several disturbing 19th and 20th-century cures for mental maladies including a frankly discontinued method of dealing with what was known as the "erotic and nervous symptoms of the female patient". With some good doctor prescribes a course of injections of ice-water into the rectum, the introduction of ice into the vagina, and feeding of the blab and coxys. Both cures imply a sadly misinformed barbarity towards the patient; one which is chronicled in various forms throughout this study. Showalter's example also amplifies something else: the female reproductive cycle is seen by men as synonymous with mental disorder. Madness is the female malady.

The Female Malady does illustrate — starting with Victorian Socialism and moving through Freud to the Anti-Psychiatry of the 1960s — an increasing liberalism towards the mental

patient and indeed women generally. But male psychiatrists never ceased looking at their female patients through the tinted glass of sexuality. Yet this is definitely not a tirade endlessly grinding the same axe. It is a scholarly and intriguing piece of work, rich in a wide range of cultural references. Showalter is affectionate towards John Conolly, an early Victorian who was instrumental in the humane reform of the dark asyletic asylums, building new ones in the midst of green and pleasant landscapes. She is sharper with Henry Maudsley, a Darwinian psychiatrist who believed that "intellectual training of adolescent girls could produce permanent injury to their reproductive systems and their brains". She tells the story of Edith Lancaster, the graduate daughter of a prosperous London architect, who met a handsome young Irish clerk through her political activities and went to live with him. Her father's refusal to have her committed to an asylum. The psychiatrist gave the reason for admission as "over education". Women who denied their "natural" position as wives and mothers in order to assert their independence could be deemed hysterical.

Luckily for Edith she was released 10 days later, though one wonders how many more like her weren't. Edith, however, displayed outrageous social defiance rather than any more disturbing symptoms. Showalter is rightly careful not to romanticise madness as a form of female rebellion against enforced domesticity. She cites the example of Mary Barnes, R.D. Laing's patient and the cousin of the schizophrenic Mary

wanted desperately to be a boy like her brother, who had fewer restraints on his activities. Whereas Florence Nightingale escaped from domestic depression to the Crimea, Mary Barnes escaped into schizophrenia. Showalter suggests that though Laing did much for women by seeing the causes of schizophrenia as primarily social, he still, like many other men, was prone to romanticize the mad woman, metamorphosing Mary's illness into a journey. In reality it was quite another thing to spend three years changing diapers, giving bottles, and generally being with a noisy, jealous, smelly, middle-aged woman.

According to Showalter, it is this sense that powerlessness could lead to pathology which meant that women understood shell shock better than men. Much of what she says about repressed female emotions during the epidemic of male mental illness during the First World War is true. Even so I can't help feeling a little uncomfortable with this direct comparison between the confines of domesticity and the relentless exposure to the fear of death. Our society is still uncomfortable with and incomprehending of mental illness; consequently a theory which imposes some sense of order upon madness, arbitrary as it is, is tempting. And yet the harrowing photograph of female patients in the book seems to be asking "why that woman and not another?"

Helen Byatt



"Girls on the Jetty" (1899). One of the illustrations to Munch by Thomas M. Messer (Hampshire and Hudson Library of Great Painters £12.95). Dufy by Alfred Werner is also now available in this useful series.

## Satiric device

Hogarth's Blacks. Images of Blacks in Eighteenth-Century English Art.  
By David Dabydeen.  
Manchester University Press £25.00.

In *Hogarth's Blacks* David Dabydeen examines the central importance of black figures in Hogarth's satire on the sexual, cultural and economic sordidness of upper-class life. It is an attempt to balance what he terms as the "colour blindness" of art historians who until now have ignored this interesting presence in Hogarth's works, despite the fact that of all 18th-century English artists he was the most prolific painter and engraver of blacks.

Dabydeen argues that Hogarth used contemporary myths and prejudices regarding the primitivism, paganism and sexuality of blacks to comment on upper-class life, juxtaposing the "savage" and the "civilized" and reversing conventional expectations, portraying "savages" as the "superior" race.

Yet Hogarth's sympathetic portrayal of blacks was not only a satiric device but also reveals his personal compassion for their plight in an alien and hostile environment, and significantly he used the metaphor of slavery for his own position as an artist "oppressed" by the "tyranny of the Rich".

But to such existing myths even for satirical ends is in some way to validate them, and 18th-century attitudes were such that Hogarth's satire was not always recognized for what it was. Dabydeen claims in conclusion that Hogarth was one of the most misunderstood artists of his time who, despite his opposite intention, unwittingly helped to reinforce the racism of the privileged society he so despised. *Hogarth's Blacks* is an eminently readable and original study, although Dabydeen occasionally allows his passionate, if slightly stereotyped, anti-racist feelings to detract from the validity of the point he is making.

Rachel Neuman

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## ARTS

## Radio

Among  
unquiet  
hearts

"They're people who are really relating outwards in other people - they're really nice. He's a social worker and he's doing this amazing thesis on nursery rhymes. I guess it's going to be the definitive feminist work on the subject." So prattles Rebecca, the central character in *Rhyme or Reason*, a very funny parody of the humourless excesses of a certain kind of feminism. It is also one of the productions in a short season of Afternoon Plays titled "The Unquiet Heart", all produced in Manchester by Robert Cooper, all tragicomedies and broadcast on Radio 4 on Wednesdays at 3pm.

The series began this week with *Getting Struffed*. A monologue by Dave Shearfish, it featured Bernard, played with utter care by Clive Swift. Bernard is a man, for him, being "out on the road, selling" is part of a blissful vocation. For 20 years, he has travelled the country representing Mansionships, a range of "fine architectural prints". Now they are stocked by the souvenir shops of every major stately home, historical edifice and cultural centre in Britain. Except the theatre shop in Stretford-upon-Avon.

Through a beautifully shaped script devoid of any unnatural exposition we learned about Bernard's upbringing and marriage, the jargon of a trade where people do not think but "project a scenario" and where sales talk is a "presentation". We also heard of the people he meets in his work such as "Fifty-a-day Eunice" and Captain Warburton-Prothero, RN, rd, the man who has steadfastly refused to stock Bernard's "genre". Bernard's avowed (and hollow) victory was a gratifying and neat conclusion to this extremely well-made play.

This coming Wednesday brings us *News of the World* by David Morgan. Set in 1965, its central character and narrator also has "an unquiet heart" - but this is a much darker play despite some very funny moments. Each week, 10-year-old Maxwell "bunka off" Sunday-school to spend his collection shilling on a Mars bar and the *News of the World* and to settle down on a park bench in order to unravel life's little secrets. He is later helped (and confused) by the family dictionary as he tries to discover the precise meaning of such words as "intimacy" and "virginity" - the dictionary entry for the latter prompting his question, "Didn't dad help to build the Maidenhead bypass?"

But dad is preoccupied with his wife's anxiety neurosis and her uncontrollable tantrums. Maxwell suffers further emotional damage at a school that knows nothing of his home background and from a caricature of a Sunday-school teacher who is sadly all too convincing.

Boy actor Steven Rendall makes the role of Maxwell seem a deceptively easy one to play. He also appears in the third and final play of the series (August 12). *Rhyme or Reason* may parody the excesses of feminism and communal living but is by no means one-sided. Elizabeth Barnes has, in this first play, produced a finely-tuned and funny script about a young woman who decides to liberate two small boys and their single-parent mother. For Rebecca, any family is claustrophobic, sexist and dominated by "patriarchal male possessiveness". Nevertheless one can appreciate her confusion when her permissive husband is affronted by children intent on playing Monopoly.

Also worth noting during the coming weeks is Radio 3's season of mid-morning plays on Thursdays. Yesterday brought a welcome repeat of Tom Stoppard's *Where Are They Now?* which must have done more than anything else to cut down attendance at old boys' reunion dinners. Yet to come are new plays by Rhye Adrian and cartoonist MacKenzie and a new production of Sean O'Casey's *Shining Star*.

David Self

Lit  
Comp

Competition No 92. Report by Charybdis. Competitors were asked for a T S Eliot pastiche or other poem embodying the words "They queued and fought for tickets".

A prolific response, running 9 to 1 in favour of the Eliot option. The most commonly recorded situation was Old Possum attending a performance of *Cats* and it with a well-nigh inexpressible degree of distaste. Some entries disappointed by doing little more than rearrange familiar Eliotian properties (both physical and metaphysical) or actual lines and phrases from his poems. I minimize comment to print as many entries as possible (£8 each); while £4 each goes to Pauline Curran, A T McCulloch, Alan Williams, Sonni Y Williams and Neville Mellon for prize-worthy entries for which there is also no space.

Let us glow then, you and I irradiated. In a caravanne illuminated by the plutonic moon over Ravensglass.

The Lukes lured us Centrifuged from the ceaseless Buzz Buzz, the lunar Ring. Where there is no refuge No remission nor contrition. Only the Bull Ring's anger. Where they queued and fought for tickets In Station Street and echoing New Street

D A Prince

To Cumbria, then, we came " . . . and a fiery deluge fed With ever burning sulphur unconsumed . . ."

Brian May

The hippopotamus in age Is not so rare or strange a thing As Eliot on a London stage Displaying limbo the Muses sing.

The bloodied Circus Maximus Gave Roman entertainment, where They queued and fought for tickets. Thus The Latin race staves off despair.

The London crowds, discreet, respectful. Employ Keith Prowse or other agents; The Muses' audience is expectant Of culture, to refresh the grey gents

From Kentish Town and Golders Green Who In 'The Waste Land' see their image. Then homeward, silent, creep unseen To cocoa, nervous vines, and cribbage.

D A Prince

Jimbuska is a circus cat Who has no fear of heights, A star-performance acrobat In tiger-skin and tights.

He used to work for Barnum Till he scragged a Pekinese, And says "I used to learn 'em With my act on the trapeze.

"I played a game of cricket Sixty feet above them all; They fought for every ticket Just to see me play the ball.

"I was bowled across at wickets Sixty feet above the din; Yes, they queued and fought for tickets Just to see my off-break spin!"

E J Elwin

At the first level on the first night. Where they queued and fought for tickets - Do I dare to use my Access? Do I dare?

I passed through the closed door into the dark And, blushing, heard the sounds of chain and water. And saw, through powder and paint, The smirking, toothless grin of withered Hebe.

At the second level on the second night, I turned my deaf ear to the empty stage And saw silence erupt from Yorick's bony lips While a thousand lights blazed into darkness.

At the third level on the second night You gave me an ice-cream because I was hot. I called you the ice-cream girl. *Bel nur bist du schön.* I will show you love in a lemon sorbet.

Jock Whitehead

They queued and fought for tickets - What? In that order? Queued first, forming a neat border Around the square, no pockets Of resistance, no little groups Of disaffected men, no single infiltrators trying to wangle A place; no sign of troops.

And at the stated time pieces Of paper were thrown into the centre (A signal for the troops to enter Surrounding buildings, taking up their places) So when the masses fought and tore to goin Possession of the useless promises Relentless firing from these premises Ensured that it could not occur again.

Bob Ingham

Competition No 94. Set by Charybdis. The last time I asked for disastrous misprints in phoned-in press reports or reviews, you performed so hilariously that I'm risking a re-run. Recent actual examples of the sort of thing I want in a national daily, a medieval orientalist poetess was repeatedly referred to as 'the Shotgun of Japan' (while a Midlands Mayoress, of great amateur theatrical prowess, may be suing after being described in her local organ as 'that versatile lesbian' ('thespian' plainly intended). Please incorporate some equally plausible errors in an extract (up to 150 words) from some contemporary newspaper article, report or review. Closing date: August 19.

By Seattle, the spider has learned that she is being hunted, and by Hawaii (after dispossession of Danni Hopper and Noel Williamson with scant respect for those talented actors), she is ready to draw her pursuer into the web. The identification of hunter and hunted is complete. There is nothing particularly original about this proposition (except that, as P D James remarked, detection is an unusual job for a woman), but Bob Rafelson's film is stylish and stays in the mind.

The central premise of *Radio Days* is so fairly well-worn: radio was to the 1940s what television is to the Eighties. A national addiction, but its charm depended on not seeing that. *Radio Days* is a nostalgic look at the golden age of radio, middle-aged and wistful. Woody Allen's portrait of a Jewish childhood in suburban Rockaway, an extended family of eccentrics, has inevitably been described as nostalgic, and it is; but it is also wryly self-critical, turning up the reality behind the dream like a kid unwrapping a free gift given as a consolation packet and finding that "as advertised" is seldom "as imagined". Or, indeed, like Allen's Aunt Bertha discovering the flaws in each of her grandsons to the last whose dead Leonard.

So, the golden age of radio was less golden than chocolate brown and its glamour mainly in the mind. Allen conveys its allure for his younger self, and sketches some endearing family portraits, but the film's best moments involve Mia Farrow as an ambitious secretary girl making her way into show business: the catting couch (a near-miss with the Mafia) and a near-miss with the Mafia. Otherwise, you will enjoy it most if you like the music, record, cassette and compact disc available in the foyer.

Recommending a season of early Czech cinema to the NFI may be a bit like trying to sell ice-cream in an English summer. Too bad if you don't know it. It includes *Ecstasy* (August, BBC2), the first of three films by Hedy Lamarr in a notorious Komatsu of a plant never flown to Japan to learn about the Japanese style of management, emphasizing teamwork and loyalty to the firm. The programme did highlight the hierarchy and the gulf between "boss" and "men", which also implies a certain degree of scepticism, or even sheer classiness among the "men". I don't think I'll get the Japanese "loyalty", one supervisor will be bored. The English loyalty will be more the realism behind that approach.

Robin Buss

## Television

## Caught on camera

Most people welcome the opportunity to appear on television. If only to say "hello, Mum". Roger Cook specializes in seeking out the others. When he urges them to "come on down", interviewees typically respond by trying to decapitate him with an umbrella. Last week (*The Cook Report*, ITV, July 22) he took his mobile video box to Spain, anxious to offer the right to reply to a shortlist of British expatriates who have chosen to make their homes on the Costa del Sol, in preference to Strangeways or Wormwood Scrubs.

The result, on the face of it, was an almost total failure. The reporter and his crew returned home with one or two reluctant words from a man walking along the street, an interview with a representative of the local police force and a suitcase full of out-takes; damning doors, aerial shots of subject in swimming pool, a video of a wedding reception. The commentary explained the state of extradition arrangements between Britain and Spain, and warned: the host country that while villains may bring in money, they do not necessarily leave their profession behind at Heathrow. But the substance of the programme was in the response from the two men and one wife who were prepared to risk prosecution for assault (with fists and umbrellas) in their determination not to achieve television stardom.

On the same evening, Channel 4 also tracked down someone who looked as if he would rather not become part of the evening's entertainment. Since the end of the Second World War, Antonio Guevara has lived quietly in Edinburgh where he did allow himself to be interviewed (*Criminals of War*, Channel 4, July 22), though he had little to say about his wartime exploits, except that they had been invented for political reasons by the Soviet authorities. There was plenty, however, from the other side. There are some 50 suspected war criminals living in Britain and this is the only Western country where they can hope to end their lives immune from prosecution. Whether or not it matters is debatable, though the witnesses and relatives of victims put a strong case for seeing that justice was done, even after more than 40 years. But it was important to show this documentary for another reason. What happened to the people of Lithuania, Estonia, Yugoslavia and the Ukrainians under Nazi occupation is almost unimaginable. When we were given a fictional reconstruction of the events in Elem Klimov's film *Come and See*, it was too easy to dismiss that testimony as exaggerated. *Criminals of War* provided some of the documentary evidence to show that Klimov had, if anything, understated his case.

Diverse Reports (Channel 4, July 21) examined attitudes in European countries to genuine political refugees, and the two-part *People to People* series *Dangerous Characters* (Channel 4, July 26 and 29) gave a potted history of the Italian community in Britain between the wars, culminating in the story of the more or less indiscriminate internment of pro and anti-Fascist in 1940 and the torpedoing of the "Arandora Star" while it was taking Italian internees to Canada. While the rest of the schedules are devoted mainly to repeats and summer sport, you can turn to Channel 4 to get an alternative view: for example, in *Women at the Olympic Games* (July 24), to be reminded that there are still barriers to overcome to attitudes to women's athletics. It's a pity they had to spoil it with the all-male commentary on a woman's test cricket (Channel 4, July 16).

Contact between Britain and Italy has not been one-way and the experiences of early travellers to the Continent are being unearthed in *Thames Television's* enjoyable series on *The Grand Tour* (ITV, Mondays). Unearthed, too, were the dead Neapolitan on *Loving Memory* (BBC2, July 23), after two years in their graves, and a bundle around like tailor's dummies before being laid to rest again in their tight niches against a wall of familiarity, with a mixture of familiarity, respect, and Tony Harrison's verse commentary expressed rather trite reflections on the dead and the feelings of their surviving relatives.

The most telling insight into life abroad came, however, in *Chopchop! Billboards* and *Newcastle News* (BBC2, July 21), the first of three programmes on the establishment of Komatsu of a plant never flown to Japan to learn about the Japanese style of management, emphasizing teamwork and loyalty to the firm. The programme did highlight the hierarchy and the gulf between "boss" and "men", which also implies a certain degree of scepticism, or even sheer classiness among the "men". I don't think I'll get the Japanese "loyalty", one supervisor will be bored. The English loyalty will be more the realism behind that approach.

Robin Buss

## ARTS

## Cinema

Come  
into my  
parlour

*Black Widow* (15)  
Leicester Square Theatre  
Radio Days (PG)  
Odeon, Haymarket  
The Good Soldier Svejk and After:  
Czechoslovakia 1918-1938  
National Film Theatre, South Bank,  
August 6-30

There is no question in *Black Widow* of who did it, or how, though you sense that if money is the answer to why, it was not the main motive. At the centre of the film is the relationship between two women, the killer (Theresa Russell) and the FBI agent (Debra Winger) who pursues her from Washington to Seattle and from Seattle to Hawaii.

Their affair starts as impersonally as may be, on a computer which has become the source of rich, middle-aged men dying, apparently of a natural cause: Ondine's curse, named after the elusive water nymph. Its early alerts Alex. It goes without saying that her superiors are not impressed, even when she can point to the similarities of the brides in the different wedding photographs.

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Robin Buss



Playstructure at Winton primary school

## Playing with ideas

Michael Clarke on the Islington Schools Environmental Project

Pupil choice may receive less media attention than parental choice, but the Islington Schools Environmental Project in London has gone a long way during the last 10 years towards allowing even infant and junior school children to decide for themselves, at least in matters relating to their school environment. The Project's four current members, David Stone, Patrick Allan, John Bremner and Amanda Ryan, have accumulated a wealth of experience working with pupils, teaching and ancillary staff, parents, technicians and social organizations on a variety of schemes all aimed at enabling young children to realize their own design ideas and decisions in a responsible way. If the physical and technical demand exceed the abilities of five to ten-year-olds then ISEP or someone else under their supervision will come to the rescue.

Most of the earlier schemes were concerned with murals or highlighting existing architectural features, like the painted brick wall designs at Penton and Laycock Schools (a hand motif from the latter serves as a logo for ISEP) or the application of cast resin coloured relief work around the entrance to Gillespie School, but more recent projects have moved into fully three-dimensional structures. A relatively small-scale example is the weather vane at Robert Blair which grew out of classroom activities using lecca and masks as ways of expressing the mood of the school. The finished metal object, it is hoped, will be realized by a local retired blacksmith or smithsformer at Islington Green School.

Both of these possibilities typify the kind of ages and skills that characterize ISEP's activities; activities that require a great deal of tactful, persuasive cooperation with a wide range of individuals and institutions, not the least of which is the health and safety officer. But with only a small workshop and salaries provided by the Inner London Education Authority, the material costs of each project must be met by the particular school or raised elsewhere, usually the latter.

Two particularly generous sources of sponsorship have been the Sir John Cans and Reeves Foundations. As the projects have increased in size and complexity, however, so have the material costs and labour-force requirements and it is in the development of a kit to design and coat play structures that ISEP members have clearly shown their ability to identify problems and discover appropriate solutions.

Recognizing the limited abilities of most primary school children to think and work in three-dimensions with even the simplest constructional methods, ISEP members developed a scaled module system in which each component matches as closely as possible those most likely to be used in an executed design. This was tested first at Gillespie School with the children designing and costing the play structure with health and safety regulations.

Archaeology Alive is an unusual theatre in education company based at Manchester University Archaeology Unit. Here an Ancient Roman war correspondent, played by Nick Barale, gives his impressions of Iron Age Britain to pupils at St. David's Jewish School. The children are investigating the circumstances surrounding the death of Peter, the London Man, whose mutilated remains have been the centre of an exhibition at Manchester Museum. Peter appears to have been murdered about 2,000 years ago in the Cheshire town of Winslow. The discovery of his body has set real-life investigators at an archaeological challenge. With this and other lively projects, Archaeology Alive, an MSC-funded company, is awakening Manchester children to a lively view of the past.

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Judy Meewezen

Opera  
magic

Not many operas focus on a child's-eye view of things, and those that do always face the problem of representing an intense imaginary vision by mere humdrum scenery. But thanks to lighting wizardry and advanced video techniques anything seems possible these days and Frank Corsaro's first-ever Glyndebourne production of Ravel's *L'enfant et le Sortilège* must count as one of the most magical yet seen on the British stage.

Opening with a mock family photograph, the naughty seven-year-old hero sung by Cynthia Buchan already went to the fore, the stage then transforms into a three-dimensional picture book with Maurice Sendak's characteristic designs unfolding on a front curtain doubling as a screen. Once inside the pages the audience witnesses a nightmare involving the slow revenge of all those nursery objects that have so far borne the brunt of the child hero's destructive but temper. Armchairs sing, tapestries dance, wallpaper comes alive and an arithmetic book explodes, numbers dancing all over the stage. Freud then gets a look in when the child's mother, who has previously looked him in his room for failing to do his homework, reappears as a sexy cat only interested in a flirtatious Tom. Further scene changes, effortlessly managed through more film projection, take the action into a forest where the child finally wins approval from the animals he has also tormented when he shows pity for the wounded young squirrel doubling as his own long-suffering little sister.

Combined with a score that calls for acolliphones, tam-tams and a flute de lotus, in addition to the London Philharmonic Orchestra conducted by Simon Rattle, such a presentation can hardly fail and indeed never does. Preceded by Ravel's less interesting *L'Heure Espagnole*, a heavy-handed pastiche about one hour's time out at the shop of a Spanish clock-maker, this is still a bill of constant innovation.

Those who despair of ever getting to Glyndebourne themselves should note that this programme is going to be televised by the BBC before playing in the Kent and East Sussex Schools Festival and then touring in Oxford, Southampton, Manchester and Birmingham. Even the toughest young opera cynic would find it hard to resist its expert mixture of ballet, singing and sheer stage-craft, especially now Glyndebourne Touring Opera has greatly expanded the supporting educational activities in opera to all schools in the area visited.

Nicholas Tucker

## The New Look

A Midsummer Night's Dream  
Caterham School  
Billy Budd  
Dulwich College Preparatory School

The New Look is back, at least where school plays are concerned. Caterham School produced a non-camp, almost naturalistic *Midsummer Night's Dream*, and Dulwich College Preparatory School a version of *Billy Budd* that was nothing like Benjamin Britten's opera.

The product of a period of intensive improvisation, Caterham's *Dream* stripped the play down to its bare essentials. There was no romantic forest, only a stark white set. There were fairies - there have to be - but, dressed in plain, Greek chitons, they were not so much winged spirits of Arthur Rackham's drawings as pretty, and rather sulky, Athenian youths. As a result, despite a beguiling Puck (Christopher Chambers), the play became essentially an account of the squabbles of three sets of lovers. The RSC have once or twice tried to play it this way, but it is a notable achievement for a school to be able to suggest *The Dream's* very real connection with *Love's Labour's Lost* and *A Midsummer Night's Dream*, even though the latter has recently been staged at Caterham.

Luckily, the six lovers were up to the challenge. Jason Orringe's Demetrius spoke better than the rest, but they all managed the dialogue well. More to the point, they understood what they were saying and put it over in a way that

really meant it. To someone who knows *Billy Budd* only through Benjamin Britten's opera, the discovery that Herman Melville's original story had been adapted for the Broadway stage in 1947 came as something of a shock. It was this forgotten three-act war life aboard a British man-of-war in 1798 that Carl Ollibey-McKenzie disinterred for his final production with the boys of Dulwich College Preparatory School.

He, and they, made the best of it (although they couldn't quite shake off Britten's shadow: fragments of the "Sea Interludes" from *Peter Grimes* framed each of the nine scenes). There were impressive ensembles in which the whole cast manned the guns to fight off marauding French frigates. But despite some lovely one-liners - "You whoreson Cockney scullion!" - the play itself seemed like the "tub" on which it was set. There were many tortuously melodramatic speeches which sounded very true to Melville but seriously slowed the action.

The real strength of the production lay in the way which the young cast injected realism and drama into those. Full marks to Oliver Mitchell in particular who breathed life into whole pages of soul-searching as the captain competed in spite of himself to sentence a "handsome scullion" to death. The cast, on the whole, had been far happier with a few more whiffs of grapeshot, however.

Hugh David



# The green refresher

Wildlife abounds surprisingly near home.  
Chris Baines is your guide on an urban safari



A day in the country? That is still by far the most popular family pastime. It seems everybody has a basic need, deep down inside, to get back to nature. Nine out of 10 people in Britain live in towns, and a trip to the countryside can mean a major expedition. That's rather a shame, because there is plenty of scope for a "green refresher" right on your doorstep, if you know where to look.

The past 40 years have seen a remarkable environmental about-turn. The Arcadian dream countryside has become industrialized, mechanized and polluted with chemicals, while our once grimy industrial towns and cities have of the same time become cleaner and greener. Of course there are still pockets of perfection out there among the wall-to-wall wheat and the subsidized sugar beet, but much of the richness has been cleared away. 250,000 miles of hedgerow have gone, half the post-war woodland has been destroyed, loss of the last remnants of the wildflower meadows have survived, and nature is confined to a few precious little green museums called nature reserves, where the first priority must be wildlife, rather than people.

By contrast, in towns there is an almost endless supply of wild green landscape, instantly accessible, much of it publicly owned, and almost all of it free from the pressure of chemical sprays. It may not have the grandeur of the Malverns or Moelrys, and you're unlikely to stumble across otters or ospreys, but for direct physical contact with a wealth of wildlife, city safaris are definitely your best bet.

One great strength of the wildspace in towns is the way in which the greenery is knitted together into a continuous network of wild ribbons. The bigger animals - foxes, kestrels, frogs - tend to use this network as a traffic-free circulation system, travelling along the railway embankments, the road verges, canals and stream valleys. When you've an hour or two to spare, it's well worth following their

example and exploring the wildlife network in your own immediate neighbourhood. A 1:10,000 Ordnance Survey map will show the main corridors very clearly, but an A-Z is almost as good. In fact there's a lot to be said for just embarking on an uncharted voyage of discovery. The secret is to forget that you're a human being, and imagine yourself in the world of the fox (or perhaps the hedgehog if you're not too energetic). In an time at all you'll be seeing your neighbourhood quite differently, as a happy hunting ground, full of safe hiding places, overflowing with food, and spiced with danger.

As you unravel the neighbourhood wildlife network you will discover a whole variety of wild pockets of land. Some may be very old: the cemetery, for instance, or perhaps a long-neglected villa garden. Some will have obvious evidence of their functional past, and the derelict industry that created them. Quarries and sand pits fall into this category. In some areas there may be a rich heritage of mounds, now silted up and colonized with willow and alder. Where there are canals there will be old overgrown wharves, and where coal and iron were the industrial base there will be mounds of slag and coal waste, covered over now with silver birch and rosebay willow herb. Some of these sites can be quite dangerous, particularly for small children, but an early introduction to the "hazards" of deep water or loose brickwork, in the protective circumstances of a school group or a family outing, is a very good way of preventing accidents in the future.

When you force you inside, try retreating to the library to uncover the story of these sites in the local history archives. Once you know their background you can often read the traces of the past in the landscape of today. The long-lost garden of a quarryman's cottage may still sport a lilac bush or two, a clump of horse radish or a carpet of run-riol mint.

Many of these "historic" sites are increasingly under threat. There is a

great enthusiasm for tidying up, and churchyards and cemeteries in particular seem to fall victim to the devastating tide of fashionable environmental improvement schemes. It seems to me an act of unforgivable vandalism to remove the headstones and turf over the vacant space, simply as a convenience to the moving machine. Once you have discovered the richness of such places in your local neighbourhood, then you will be able to deflect the devastation by suggesting positive alternatives such as a heritage trail or simply a few seats where people can enjoy the tranquillity of such wild sanctuaries.

The least glamorous bits of urban landscape are in some respects the most valuable - particularly for detailed study. These are the temporary sites - the demolition land which is constantly working its way around every town. The wildlife to be found on even a tiny patch of recently flattened rubble is marvellous. This is a

**All you need is a bit of  
patience, a second-hand  
margarine tub and an  
enquiring mind**

landscape of pioneers, and both the plants and animals tend to be tough, numerous and colourful. As the digger driver leaves the site, wildlife moves in. A whole host of colonizing plants will float in on the wind, and many of these paratroopers are extremely handsome. All tend to have brightly coloured flowers, and many have rich perfume, since they must attract pollinating insects very swiftly. On sunny summer days these wasteland sites are alive with bees and butterflies, and in the evening the moths emerge to carry on the good work. The insects attract predators - martins, swifts and swallows by day and bats by night, and when the pollinated flowers turn to seed, flocks of finches descend to gorge themselves.

The natural colonizing plants have to compete for space with exotic garden escapes, and these greatly increase the nectar supply. Buddleia originated in China, where it colonizes river gravel beds. Not surprisingly it thrives equally well on brick ends and concrete in British cities. Michaelmas daisies and golden rod are both North American savanna plants, and can compete with the most vigorous of our own wildflowers. Lupins can fix their own nitrogen from the atmosphere, so they thrive on the poorest of demolition rubble, and Oxford ragwort has found an ideal substitute for its native volcanic ash on the Mount Etna look-alikes of blast furnace slag heaps.

Once you find a favourite site, it is especially rewarding to visit it throughout the changing seasons. That, of course, is why maps like your "countryside" is on the doorstep. Many of the sites are extremely dynamic, changing dramatically from month to month, with a carpet of golden dandelions in spring, perhaps brilliant stands of magenta rosebay willow herb in midsummer, and rich pickings of blackberries in the autumn. As the site grows older, the variety of plants will diminish, but the ground-level making way for the shade-casting silver birch and pussy willow seedlings.

The animal life can be spectacular at times - a hovering kestrel, a charm of brightly-coloured goldfinches or a hunting fox. Sightings such as these are always a thrilling bonus, but there is a wealth of wildlife to be found on every visit if you think small.

One or two simple bits of equipment will help with your investigations. Just a big stick and a white sheet will yield amazing riches. Spread the sheet on the ground and tap the overhanging vegetation with the stick. All kinds of weird and wonderful little creatures will come tumbling down. A small box

or two, with a perspex lid, will allow you to study the individual creep-crawlies easily. For years I used a margarine tub with a clear plastic lid, and a see-through sandwich box too. Of course there are more sophisticated, custom-built boxes available and if you are really keen you can out-jargon all your friends by acquiring a "pooler". This is a wonderful little device consisting of a glass jar, rubber bung and two plastic tubes. You suck one tube, and the subject of your scrutiny is whisked up the other, to land in a started state inside the jar.

The most important equipment of all, I think, is a magnifying glass. The big ones, designed for reading small print, are especially easy for young children to use. When you see an ant or a ladybird enlarged to ten times its normal size, you begin to realize why the Sorengren on your small screen is really no substitute for the real thing, available free of charge every day of the year. It is in the middle of town.

Remember, you don't need to know the Latin names of anything. You don't need to own a pair of binoculars, green wellies or a Barbour jacket. All you need is a bit of patience, a second-hand margarine tub, and the kind of enquiring mind which will always be amazed that a passing ant can somehow know that it is climbing a foot up a flower stem, it will find a cluster of greenfly at the top, just waiting to be milked.

Chris Baines has produced a free eight-page full colour booklet about the wild side of town. This contains details of local contacts for urban safaris and a habitat-mapping competition with prizes such as video cameras and recorders (closing date August 14). Copies are available free (postpaid) to "The Wild Side of Town" club. Shell UK Ltd. If you send a large A5 to "The Wild Side of Town", BBC Television, London W12 8QT, the book, *The Wild Side of Town*, is available from bookshops, price £10.95 hardback, £6.95 paperback.

## Going down

**Thistle**  
By Elizabeth McMillan and Andrew Anderson.  
£2.65 (h.p.); class sets £2 each plus postage.  
Ulster Folk and Transport Museum, Cultra Manor, Holywood, Co. Down.

*Thistle* is a study pack which tells the story of the great linen from its inception as an idea for the White Star Line to rival Canada's huge Lustralia, to the present day of concern and reclamation which follows its loss.

rounding that last night in the North Atlantic in April 1912. Why wasn't the captain on the bridge? Why weren't the recommended number of lifeboats aboard? Why were some of them launched without their full complement of passengers? Was the ship Californian near enough to the Titanic to have seen - and ignored - the rockets? Good use is made of the scope for study of the evidence, and contemporary sources are also used to raise questions about class and attitudes to women.

With the question of whether it was or wasn't "Nearer My God to Thee" that the band was playing as the ship went down, the whole evidence is clearly set out in a well-researched and attractive pack, well researched and clearly written to unfold the piece of what happened that night. The author's investigation of the wreck by salvagers makes it particularly timely.

Jessica Baker

## OFF AIR

A STORY OF BBC service beyond the call of duty. An unfortunate muddle over telephone numbers meant that the Institute for Psychosexual Medicine couldn't man the referral line supporting the first of the repeats of BBC 1's *The Trouble With Sex*, which dealt with the benefits of professional sex therapy (Aug 6, 10.25pm; Aug 20, 11.45pm; Aug 27, 10.25pm; Sept 2, 11.15pm). A hastily assembled team of telephone answers was provided with information kits so that they could give further help and advice after the programme, entitled *A Problem Solved*.

Callers might have been a little surprised to know that they were sharing their most sensitive problems with an *ad hoc* team which included a Radio London presenter (not Tony Blackburn) a producer of the Radio 4 arts programme *Kaleidoscope* and a BBC press officer.

"We can assure everyone that calls were answered with the maximum tact and confidentiality," said a BBC spokesperson, adding that callers were given numbers of the appropriate agencies where they could get further help if necessary. "We had a duty to man that line. We couldn't leave it unattended."



A CHANCE for you to impress your head teacher next term: With the increase in the use of video for promoting schools, London Media Workshop's one day course, "Introduction to Writing for Video," might be of some use. The course, to be held in London on August 14, includes basic writing steps, treatment, script layout, commentary and editing creative ideas.

Also on offer "Introduction to Writing Radio Drama" (August 18) and "Introduction to Writing Radio Comedy" (August 20), the latter led by Simon Brett, writer of *Radio 4's After Henry* and *Frank's Mutt*. *Go On* video course for the courses very low video fee is £40 for the day - but there are some bursaries on offer from South East Arts; for those living in the South East, there's also a 10 per cent discount for people from registered charities - which could include some PTAs.

Details from London Media Workshop, 101 King's Drive, Gravesend, Kent DA11 5BQ.

While some experts at the BFI summer school (see opposite) agreed that the flood of cheap American cartoons is harmless enough, there's a new and depressing US development, the "infractive" cartoon, where children are to have a special laser linked gun point at the screen. While laser guns and electronic targets are now all the rage in the toy shops, the merchandising message that links TV cartoons with their own personal living room is becoming more and more obvious. The principle is similar to the old "laser" idea: the gun's laser beam is directed at the animation. Without a laser gun, the cartoon doesn't work. With the new "laser" idea, both the cartoon and the viewer are dependent on a computerized arcade.

Nick Baker

# In front of the children

Are toy-based action cartoons bad for children, or harmless entertainment?

Diane Hofkins listens to the kid-vid debate



He-Man, Sha-Ra, friends and enemies

He-Man, you'd find it's got a lot of self-mocking and I think there's a great danger that we underestimate the child's ability to distinguish between fantasy and reality."

His comments can be set against those of American psychologist Patricia Marx Greenfield, who warns that in the cartoons, children never see the consequences of violence, and that they should be shown. Children don't really know about reality, she has argued.

Robert Hodge, co-author of *Children and Television*, tends to agree with Mr Allan that children's intelligence is being underestimated. At the BFI summer school, titled "In front of the children," he held that popular kids' TV is complex and interesting. "The complexity is not in the text, but in the minds that use it," he says.

The real danger, he warns, is the elitist attitudes towards the media held by both left and right, which have been focused on "benign or interesting video products". Their suspicion of the media, and assumption that anything tinged with commercialism is automatically corrupt has led to the likelihood that the study of the media in schools could disappear, particularly since it's not included in the national core curriculum.

In the final analysis, he points out. "The notion that the more people watch it the less good it must be shows a contempt for the masses."

Never-the-less, teachers and parents are worried about the making aspect of the cartoons. In the *Right to Reply Special*, teachers point to peer pressure to own the toys on which the programmes are based.

We are shown a class of children at a Newcastle primary school, watching *Thundercats* and playing with the toys, while a teacher says, "It definitely creates a desire (for the toys). The children who haven't got as many - everybody knows". But, she adds as we watch children making one doll stamp on the head of another, "I don't think the toys are very interesting in themselves. And an awful lot of them don't even stand up, so you can't even position them."

But of course, toys and children's TV have always gone hand in hand, as

Peter Keefe, producer of *Voltour* points out in *Right to Reply*. Does it really matter which came first, the Mickey Mouse T-shirt or the Mickey Mouse cartoon; the Cookie Monster puppet or *Sesame Street*; the Sha-Ra doll or the video? Does the child know the difference?

When it comes to it, are these new cartoons really worse than the light entertainment enjoyed by youngsters through the years, like the less than peace-loving *Tam and Jerry*, *Superman* comics, or Saturday morning spaghetti westerns? And are *He-Man* and *Sha-Ra* breeding violence in children, or merely channeling it? These were among the questions being debated at the summer school. Participants were also looking at the future of children's TV - an area of great uncertainty these days.

The catch is that while the cartoons in themselves may be perfectly harmless, the danger seen by many is that increasing commercial pressures, deregulation of broadcasting, the possibility that Channel 4 could go independent, and satellite TV could combine to force "quality" children's TV off the air, leaving nothing but cheap adventure cartoons, and lots of them.

This is a major worry of the parents on *Right to Reply*, and at the end of the programme, Trevor Hyatt concluded: "We want choice". This will certainly be a conclusion of the summer school workshops as well. Bill Melody, a Canadian academic currently with the Economic and Social Research Council, warned that TV could before long be turned into a "global electronic billboard" for mass marketing, and urged the participants to exert pressure to retain public service TV.

"Children's television in particular is likely to change dramatically if the technological and economic trends are permitted to play themselves out on their present course," he said. The school was expected to discuss whether there is a need for a pressure group like the American ACT (Action for Children's Television), and what form it should take. A small group, helped by the BFI, is already looking into the matter.

If America represents the future, all is not lost. In the face of oversaturation of the market with action cartoons, viewing figures actually declined last year. The children were beginning to get bored.

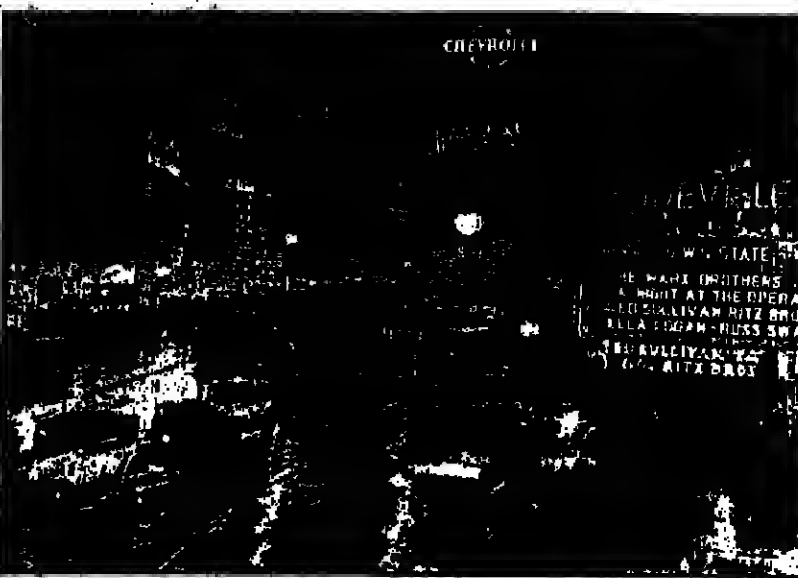
In one of the BFI school workshops, a young woman asked the parents in the group just what they were afraid of. What would these cartoons actually do to their children? A black father didn't want his children to think that you had to be white to be powerful; a mother didn't want them to learn that life was cheap; and another parent was simply afraid they'd be wasting their time.

## Of dolls and men

their material. Responding to these qualities, the programme, presented by Bel Mooney, contained excellent descriptions of the milieu - natural and human - out of which Steinbeck and Romyon wrote. Steinbeck's imaginative world was one of itinerant ranch hands or the tide of migrants created by the dust bowl disaster of the 1930s. Romyonland, by contrast, was a hard, glittering place peopled by sharp characters with names like Harry the Home and Nathan Detroit.

Where Steinbeck was a voice for the inarticulate and the dispossessed, as Clancy Sigal put it, "when you hear the name Steinbeck, it means someone this man is on your side". Romyon was more of a detached voyeur with what he described as an "underworld complex". The music used in the programmes reflected this difference. The songs of Woody Guthrie, resonant with communal pain, were apt and illuminating counterparts for Steinbeck. Romyon's work was compared to a sophisticated urban form - the New York musical - and extracts from *Gypsy* and *Daddy* were used to good effect.

The thinnest, least satisfactory parts of the programmes were the specialist literary judgements, which were occasionally reduced to features or the state of the nation, which was often



studies rather than stimulates. But this may be inescapable on radio and television, which are unavoidably limited at handling contextual material - something which these two programmes did very well.

Correction: Credit for the specialist close-up photography in the Channel 4 programme *Nature in Focus*, praised in a review in the issue of 10 July, should have gone to Richard Kirby, a cameraman with David Spinks Ltd, and not to

David Spinks Ltd.



**TIME CAPSULE:** What ordinary, every-day items will be museum pieces in 125 years time? This was the question posed to schoolchildren last term by the Salisbury and South Wiltshire Museum. Pupils at Christ The King Junior School, Amesbury, made a careful study of what their elders were throwing away, and assembled mini-galleries of things which will be quaint in 2112, including electric irons, phonograph records and household glassware. Five of them were on show this month at the Salisbury and South Wiltshire Museum, in an exhibition called "Gallery 2112". Photographs of selected items were sealed in a time capsule, to become part of the museum's reserve collection.

David Spinks Ltd.



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Application by letter to the Head Teacher at the School as a matter of urgency.

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Applications for the above post are available from and returnable to The Director of Education, Staffing Division, Tameside M.B.C., Council Offices, Wellington Road, Ashton-under-Lyne, OL6 9DL.  
Closing date 10th August 1987.

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Other than by Subject Classification

Scale 1 Posts

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Scale 1 Posts

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## Leicestershire

Please contact the Headteacher for further details and application forms (a.s.p. please).

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## Scale 1 Posts

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**BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM**  
BARKING AND DAGENHAM COMPREHENSIVE SCHOOL  
Osgate Road, Dagenham, Essex S66 7JH  
Headteacher: Mr. F. S. Lawrence, B.Sc.

Required for September 1987. An enthusiastic teacher of MATHEMATICS (Scale 1) to join a permanent department, to teach to 'A' level and O.C.S.E. level, together with commensurate to GCSE. A willingness to take an active part in the further development of A-level and O.C.S.E. courses is essential. An interest in the development of new and innovative courses is an advantage.

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**ILLINGDON LONDON BOROUGH OF**  
HAYES MAJOR SCHOOL  
Wood End Green Road, Hayes UB8 3BB  
Headteacher: Mr. F. S. Lawrence, B.Sc.

Required for September 1987. An enthusiastic teacher of MATHEMATICS (Scale 1) to join a permanent department, to teach to 'A' level and O.C.S.E. level, together with commensurate to GCSE. A willingness to take an active part in the further development of A-level and O.C.S.E. courses is essential. An interest in the development of new and innovative courses is an advantage.

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## Modern Languages

## Scale 2 Posts and above

**SURREY EDUCATION COMMITTEE**  
WOKING SCHOOL  
Woking, Surrey GU24 0JH  
Headteacher: Mr. F. S. Lawrence, B.Sc.

Required for September 1987. An enthusiastic teacher of MODERN LANGUAGES (Scale 2) to join a permanent department, to teach to 'A' level and O.C.S.E. level, together with commensurate to GCSE. A willingness to take an active part in the further development of A-level and O.C.S.E. courses is essential. An interest in the development of new and innovative courses is an advantage.

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## WRITTE AGRICULTURAL COLLEGE

Applications are invited for the following post:

SENIOR LECTURER  
IN TURF AND  
AMENITY MANAGEMENT

Salary Lecturer II - £13,152 - £14,820

(Under review from 1 April 1987)

(The grading of this post may be subject to review)

Post available from 1 September 1987

The person appointed will take responsibility for the teaching of turf and amenity management to full-time National Diploma and Higher National Diploma students and for the supervision of an 8 hectare sports field used in support of this teaching. It is also intended that lecturing responsibilities will embrace certain aspects of Local Authority leisure management.

The post will particularly suit a graduate with some industrial experience of the maintenance of turf surfaces and of Local Authority work but those offering other qualifications and relevant experience are invited to apply.

Writtle is a dynamic expanding National College with 550 full-time and 400 part-time students, offering two of the three HND courses in Horticulture available in England. Subject to approval it is intended to launch a Degree in Horticulture in 1988, in association with Hatfield Polytechnic.

Further details and application form, which should be returned by 31 August, from The Principal, Writtle Agricultural College, Chelmsford, Essex CM1 3RR. Telephone: (0245) 420705.



(03077)

## UXBRIDGE TECHNICAL COLLEGE

Park Road, Uxbridge, UB8 1NQ

## TEMPORARY LECTURER (Grade 1)

Applications are invited for appointment as a Temporary Lecturer (Grade 1) in Vehicle Body Repair, with effect from 1 September 1987. The post is initially offered until 31 August 1988 when it will be reviewed and there may be a permanent post available. The post will be of interest to a craftsman who can pass his skills on to trainees. Previous teaching experience is desirable but not essential. Salary: Lecturer Grade 1 £13,845-£11,065 per annum, the starting point depending on qualifications and experience, plus Outer London Allowance - pay award pending.

LECTURER (Grade 2)  
in Computer Studies

Required for 1 January 1988, Department of Business and Professional Studies. Required to contribute to the teaching of computing throughout the College. They will be responsible for students and/or hardware. Participation in the generation of new courses will be expected. Salary: Lecturer Grade 2 £13,845-£11,065 per annum, the starting point depending on qualifications, teaching and industrial experience, plus Outer London Allowance £106 per annum (1187, pay award pending).

LECTURER (Grade 1)  
in Finance and Numeracy

Lecturer Grade 1 required to contribute to the teaching of Finance and Numeracy to BTEC and other courses. Required for 1 September 1987 as soon as possible thereafter. Application form from the Principal.



(03092)

WAKEFIELD DISTRICT COLLEGE  
CONSTRUCTION AND CIVIL ENGINEERING  
SECTOR

Applications are invited for the following one year temporary appointments to teach C.I.T.B./Y.T.S., Craft and Link courses:-

LECTURER IN  
BRICKWORK (1 POST)LECTURER IN  
CARPENTRY AND  
JOINERY (1 POST)

Applicants must possess at least the Advanced Craft Certificate and have relevant industrial experience. Salary in accordance with the Burnham Further Education Scale - Lecturer I - £8,843 - £11,885.

Applications forms available (on receipt of a v.a.e.) from The Chief Education Officer, 3 Bond Street, Wakefield, WF1 2QL to be returned by 14 August 1987.

COLLEGE OF FURTHER  
& TERTIARY  
EDUCATION  
continued

## DURHAM

NEW COLLEGE DURHAM  
An institution of Further and Higher Education, the Faculty of Technology, Construction and Building Studies, is seeking a Lecturer in Building Studies and related programmes and is also with course presentation and administration.

Applicants should possess a suitable qualification and/or hold full membership of an appropriate institution. Further details and application forms returnable by 14 August 1987 may be obtained from The Principal, New College Durham, Framwellgate Moor Centre on request. A stamped self-addressed envelope. £50055 (11555) £50055

LIVERPOOL  
EDUCATION  
DEPARTMENT

CITY COLLEGE  
Abercrombie Campus,  
Myrtle Street, Liverpool L7 7DN

LECTURER GRADE 1 -  
MATHEMATICS  
& PHYSICS

Required for September 1987 or as soon as possible thereafter. Applicants should have appropriate qualifications in Mathematics and Physics to a wide range of subjects and courses throughout the college and in out-of-college locations. While qualifications and experience in both subjects are preferred, applicants who can offer one subject and an ability to teach the other will be considered. Further details and application forms returnable by 14 August 1987 may be obtained from The Principal, Myrtle Street, Liverpool L7 7DN. Tel: (0151) 250025 (within 2 weeks of this advertisement). (11874) £20025

EAST SUSSEX  
LEWES TECHNICAL  
COLLEGE

Department of Engineering, Science & Construction  
From September 1987 or as soon as possible thereafter, we are seeking a Lecturer in Mechanical Engineering to teach and supervise students in the Department of Engineering, Science & Construction. The successful candidate will be responsible for the teaching of Mechanical Engineering theory and practice to BTEC National Diploma students. Further details and application forms returnable by 14 August 1987 may be obtained from The Principal, Lewes Technical College, Mountfield Road, Lewes BN7 2XN. Tel: (01323) 746181 (within 2 weeks of this advertisement). (11874) £20025

LIVERPOOL CITY COUNCIL  
LEWES TECHNICAL  
COLLEGE

Department of Engineering, Science & Construction  
From September 1987 or as soon as possible thereafter, we are seeking a Lecturer in Mechanical Engineering to teach and supervise students in the Department of Engineering, Science & Construction. The successful candidate will be responsible for the teaching of Mechanical Engineering theory and practice to BTEC National Diploma students. Further details and application forms returnable by 14 August 1987 may be obtained from The Principal, Lewes Technical College, Mountfield Road, Lewes BN7 2XN. Tel: (01323) 746181 (within 2 weeks of this advertisement). (11874) £20025

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Liverpool City Council is an Equal Opportunity Employer and welcomes applications from disabled persons. (11874) £20025

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## WILLESDEN COLLEGE OF TECHNOLOGY

Acting Principal: P.E. Fussell,  
650 (Engl. Cmp. MICE, FIMechE, FIVES)

DEPARTMENT OF MECHANICAL AND  
PRODUCTION ENGINEERINGLecturer I in Mechanical  
Engineering - 2 posts

Required as soon as possible. The persons appointed will be expected to teach engineering machine shop craft skills to students enrolled on BTEC, City and Guilds, CPVE and appropriate short courses. The ability to teach allied subjects such as workshop processes, basic engineering technology and engineering drawing would be an advantage. The Department is particularly well equipped for computer aided engineering training and thus candidates will be expected to have a significant interest in CNC or machine tools.

It is essential that candidates should have gained substantial relevant practical engineering machine shop experience preferably in a manufacturing environment. An appropriate CGLI qualification or equivalent is desirable and previous engineering teaching/training experience would be an advantage.

Salary Scale: £1, £8,058-£13,080 p.a. including London Allowance.

Brent is an equal opportunity employer. Applications are welcomed from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from registered disabled.

Applications forms (BAE) from the Chief Administrative Officer, Willesden College of Technology, Demill Road, London NW10 2XD (Tel: 01-451 3411) returnable within 14 days.

London Borough of BRENT

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A vacancy exists for a Lecturer in Computer Studies to join a thriving department. The post will involve the teaching of a range of courses including the BTEC National Diploma in Computer Studies. The successful candidate will be expected to have gained substantial relevant practical experience in a manufacturing environment. An appropriate CGLI qualification or equivalent is desirable and previous engineering teaching/training experience would be an advantage.

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Leisure Services  
Youth & Community Division

## Youth & Community Worker

(2 posts)  
£9,774-£10,920 p.a.

We require qualified Youth & Community Workers (male or female) at two voluntary youth clubs located in the City of Nottingham and which form parts of an Urban Team Family of Clubs. Applicants for both posts must have a knowledge of the voluntary sector and have a commitment to working with antiracist management committees and colleagues within the Team.

### Aspire Youth & Community Centre

Ref. CB/8/145

This is a large Youth & Community Centre which is an integral part of the West Nottingham Urban Team Family of Clubs. It is intended to expand and develop the present programme of evening youth work to provide a more meaningful programme for girls and to enable other sections of the community to be involved in the Centre. Interviews will be held on 24 and 25 August 1987.

For further information contact Johnny Pridmore or Roger Kindon at Nottingham (0602) 474004.

### William Olds Youth Club

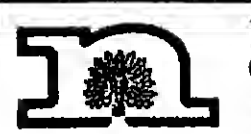
Ref. CB/9/145

This Centre, which is an integral part of the North Nottingham Urban Team Family of Clubs, is a mixed club which opens 5 evenings per week and also makes daytime provision for work with young unemployed people. Interviews for this post will be held on 14 and 15 September 1987.

For further information contact Johnny Pridmore or John Boddy at Nottingham (0602) 474004.

Relocation expenses where appropriate. Application forms and job descriptions are available by writing to: Human Resources Sec., Labour Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, NG2 8BJ, accompanied by a self-addressed envelope. Closing date 14 August. Please quote appropriate reference when applying.

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Applications are invited for the post of neighbourhood Youth Worker for the Kensington Avenue Detached Project, which is a multi-racial area in the north of the borough.

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£7404 p.a. - £8169 p.a.

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Application forms and further details from the Director of Education (Y&C), Room 9/17 Taberner House, Park Lane, Croydon CR9 1TP. 01 760 5598.

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He or she should have had relevant experience and be fully supportive of the aims and objectives of The National Association of Boys' Clubs.

Salary: NABC Scale (Soulbury linked) Class C - £11,034 £13,808 (1987 Award Pending). Closing date: 21st August 1987.

Further details and application forms from:  
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64, Edward Street  
Brighton  
BN2 2JR  
Sussex

Telephone: Brighton (0273) 681058



## Youth and Community Service

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